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ABSTRACT

The Home Instruction Program for Preschool Youngsters (HIPPY) is a free 2-year family oriented early childhood education and parent involvement program for parents with limited formal education to help them provide educational enrichment for their 4-year-old and 5-year-old children. As of 1996, HIPPY programs serve over 15,000 economically disadvantaged families in the United States. This report presents the findings on the effects of participation in the HIPPY program through children's early elementary school years. It expands an earlier study to include an examination of the impact of HIPPY on home educational environment as well as school performance. While the original model validation report only evaluated effects at the end of the program, this report presents findings on the children 1 year later. Study sites were chosen in cities in Arkansas and New York. Sample and comparison sample sizes varied from 63 to 38 families in Arkansas depending on the time sampled, and from 25 to 66 in New York. Positive results for the first cohort studied in both cities were impressive. HIPPY students outperformed their peers in school as measured through objective tests and teacher ratings. These findings were not replicated in the cohort from the second study, and attrition analyses did not reveal a compelling explanation for this failure to replicate the results. Appendixes include the program manual, information and followup forms, and attrition analyses for both sites. (Contains 8 tables and 45 references.) (SLD)

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ED 402 406

▪ FINAL REPORT ▪

PARENTS AND CHILDREN THROUGH THE SCHOOL YEARS: THE EFFECTS OF THE HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

Submitted to:

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August, 1996

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I. INTRODUCTION

In the United States the Home Instruction Program for Preschool Youngsters (HIPPY) is a free, two-year, family-oriented early childhood education and parent involvement program for parents with limited formal education to provide educational enrichment for their four- and five-year-old children. As a home-based program, it is particularly suited for "hard to reach" families. Its goals are to empower parents as children's primary educators, provide school readiness skills for children, and bring literacy into the home. HIPPY aims to nurture learning at home and at school. While centered around school-readiness activities, HIPPY potentially has a wide range of benefits for the children, parents, staff, and community.

As of 1996, HIPPY programs in the United States serve over 15,000 economically disadvantaged families in 28 states and Washington DC. All HIPPY programs in the United States are affiliated with HIPPY USA, an independent national training and technical assistance center in New York City. The HIPPY program originated in Israel at the National Council of Jewish Women (NCJW) Research Institute for Innovation in Education at Hebrew University. HIPPY programs are now implemented in Turkey, South Africa, the Netherlands, Mexico, Germany, and New Zealand. The United States, the Netherlands, and Israel currently are operating national programs.

Approximately half of all U.S. HIPPY programs are in the state of Arkansas. HIPPY was introduced into Arkansas in 1986 by Hillary and Bill Clinton. As Governor of Arkansas, Bill Clinton worked to ensure that all families who could benefit from HIPPY would have access to the program. The state of Arkansas committed approximately 2.5 million dollars to early childhood programs, including HIPPY. Appropriations have now increased to $12 million annually. Arkansas Children's Hospital became the first regional technical assistance and training center of HIPPY USA.

In outlining their campaign platform in Putting People First, Bill Clinton and Al Gore proposed the expansion of "innovative programs like HIPPY" in order to "build an ethic of learning at home that benefits both parent and child" (p.48). Because of President Clinton's longstanding commitment to HIPPY, the HIPPY program has been considered for expansion. In fact, at an Economic Summit in Little Rock, held by then President-elect Clinton, the HIPPY program was discussed in consideration for federal funding.

With the possible federal role in expanding HIPPY, evaluations of its effects are more crucial than ever. Given the continued growth of the program across the country and the stated interest in the program by the President when he was Governor of Arkansas, a prospective longitudinal evaluation of the effectiveness of the program is clearly timely and of keen interest[1]. As a result, in 1990, the National Council of Jewish Women Center for the Child launched the most comprehensive, quasi-experimental, prospective set of studies to date of the effectiveness of HIPPY in the United States. Outcome domains considered in this project are significant variables related to children's school success: children's cognitive skills, the home educational environment, and children's school performance.

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[1] The original evaluation of HIPPY conducted in Israel (Lombard, 1981), while promising in its findings, may not be applicable to American populations coming from different ethnic and socioeconomic backgrounds.

HIPPY's emphasis on parents as children's first teachers and school readiness are consistent with the objectives of the Educate America Act, which has made school readiness a national goal. Therefore, the findings from this research can contribute to the current policy debates. This study can also add to the existing knowledge about the impact of early education and family support intervention programs.

Overview of Report

This report presents the findings on the effects of participation in the HIPPY program through the children's early elementary school years. This report builds on an earlier one (Baker & Piotrkowski, 1996) in several ways. First, we expand our focus to include an examination of the impact of HIPPY on the home educational environment as well as on children's school performance. In addition, the longer term effects of participation in HIPPY can be looked at with the longitudinal data set from this study. While the original model validation report only evaluated effects at the end of the program, this report presents findings on the children one year later.

This report is divided into several sections. In the next part, Part II, we provide an overview of the HIPPY program; in Part III we describe the theoretical framework for the study; in Part IV we describe the study sites in Arkansas and New York. In Part V the procedures are outlined. Results are presented in Part VI and VII for City A and B. Summary and conclusions are presented in Part VIII. An Executive summary outlining the questions, design, and major findings of this project is also available.

II. THE HIPPY PROGRAM

Background

HIPPY was developed in 1969 at the NCJW Research Institute for Innovation in Education (RIFIE) at Hebrew University in Israel (Lombard, 1981). Currently about 5000 Israeli families participate in the program. In 1982 the Ford Foundation made a grant to RIFIE to support an international workshop bringing together early childhood educators from other countries. Workshop participants have gone on to implement HIPPY programs in Turkey, Canada, Chile, the Netherlands, Mexico, New Zealand, South Africa, and the United States.

The first HIPPY programs in the United States were established in 1984. A national technical assistance and training center, HIPPY USA, was developed in 1988 at the NCJW Center for the Child to oversee the operation of existing programs and the initiation of new ones. In 1992 HIPPY USA became incorporated as an independent entity, with its own Board of Trustees.

Overview of Program

In the United States HIPPY is a free, two-year program for parents with limited formal education and their preschool-aged children. The goals of the program are to facilitate the child's success in school and to enhance the parents' role in their children's education.

The basic HIPPY program unit consists of one professional coordinator, a team of 2 to 10 paraprofessionals making home visits, and 20 to 150 participating families. The core elements of the program are bimonthly home visits by paraprofessionals and bimonthly group meetings led by the professional program coordinator. At the home visits and group meetings the parents learn through roleplaying how to use the HIPPY educational activities, which they are to work on daily with their children. The program spans 60 weeks over two years, to coincide with the public school calendar.

HIPPY programs are currently operating in a wide variety of communities. Urban programs include Bedford-Stuyvesant, New York and Chicago, Illinois; rural programs can be found in the Mississippi delta region and across Arkansas. HIPPY programs are implemented by a variety of agencies and partnerships, with school systems being one type of implementing agency. As of this writing, approximately half of the local HIPPY programs are implemented by public school systems.

Role of HIPPY USA

All HIPPY programs in the United States are affiliated with HIPPY USA, the national technical assistance and training center. Communities interested in implementing HIPPY must take a proactive stance and submit an application to HIPPY USA, which provides assistance in preparation of the application. Once accepted, programs sign a formal contract with HIPPY USA, which allows them to implement a local HIPPY program. This contract specifies the components of the HIPPY model and how they are to be implemented and defines the geographic area within which no other HIPPY programs will be implemented.

Prior to starting a HIPPY program, each new program coordinator participates in a formal week-long training session which provides an extensive overview of the history and the rationale for the program, familiarizes him/her with the role-playing methodology, helps program coordinators develop action plans for implementing HIPPY in their communities, and prepares them for common implementation challenges. A member of the HIPPY USA training staff or the Regional Center in Arkansas also makes a three-day site visit to the programs, when paraprofessionals receive start-up training and program coordinators receive technical assistance. Additional ongoing support and supervision are provided to the local programs over the course of the program years in the form of regular phone contact and semiannual conferences. Other training and technical assistance activities which HIPPY USA offers include a newsletter for parents and paraprofessionals in the program, annual meetings of program coordinators to discuss progress and emerging concerns, and at least one more follow-up site visit during the first program year. In these ways, HIPPY USA assists all HIPPY programs to provide consistent and high-quality programs.

Local HIPPY programs can be sponsored by different agencies. The two most common types are local public school districts and community-based organizations. Some programs are collaborative efforts between them. Local HIPPY programs must obtain their own funds, which are raised from various sources. Some programs have worked with local private industry councils to include HIPPY under the regulations of the Job Training and Partnership Act (JTPA). Several other programs have combined various private funding sources to support HIPPY as a pilot project with hopes of subsequent public funding. Several programs receive federal Title One funding and at least one is funded by a drop-out prevention program. Some programs are supported by the federal Even Start program, while others are associated with local Head Start programs.

The Expansion of HIPPY

Although the demand for the program has continued to increase, because of limited resources, HIPPY USA to date has only been able to support the implementation of approximately 10 to 20 new programs each year. However, there is considerable potential for continued growth of HIPPY.

Within the last few years a new phase in the growth and expansion of HIPPY has occurred: regionalization. HIPPY USA is committed to decentralizing some of its functions in order to bring technical assistance and training-related resources closer to local programs. Arkansas Children's Hospital became the first regional technical assistance and training center for HIPPY programs. It is the responsibility of this regional center, working closely with HIPPY USA, to provide oversight and support to all Arkansas HIPPY programs. Creating a regional center allowed Arkansas to pursue state-wide expansion at a faster pace than could otherwise have occurred. Similar regions are being developed or considered in other areas of the country.

Even though HIPPY USA has thus far limited the rate of expansion, interest in the program has continued to grow. HIPPY offers communities an existing curriculum and program model with room for flexibility. There is a core HIPPY model which every site is required to implement, and an "outer shell" of the HIPPY program that local staff and families develop out of their specific needs. Thus, each HIPPY family is to participate in the same core model -- that is, reads the same story books, works on the same activity packets, is visited in the home by a paraprofessional, and attends group meetings twice a month. At the same time, HIPPY families have different experiences of the program because of variation in the enrichment activities at the group meetings and other extracurricular activities that are offered.

An appeal of importing an existing program that offers some flexibility is that much of the conceptual work in planning and pilot-testing the program has already been done. There is an existing body of knowledge about how to implement and financially support the program. Thus, once the need for a program has been identified, the length of time it takes to implement the intervention may be reduced. For example, once an application has been approved by HIPPY USA, it takes approximately six months to start a new HIPPY program.

The HIPPY Program Model

Participating Families

Families are recruited into the HIPPY program according to criteria developed by the local funding and administrative agencies. Most HIPPY families have limited formal education and fall near or below the poverty level. The families in the program are often welfare recipients and many are single-parent families. The ethnic backgrounds of HIPPY families are diverse. Participating parents must have children who are four years old at the start of the program year. During the second year of the program, children typically are in kindergarten. Therefore, participation in HIPPY spans the transition from preschool to kindergarten.

Staffing

HIPPY is staffed by one professional program coordinator who trains and supervises a team of paraprofessionals. Program coordinators must have professional training. Most have bachelors' degrees, many have masters' degrees, and at least one has a doctorate. Their training is usually in the fields of early childhood education, elementary education, community service, social work, or public administration. On average, program coordinator's earn around $35,000, depending upon the local sponsoring agency's resources and staffing structure (M. Westheimer, personal communication, 1993).

Paraprofessionals are often recruited from the original pool of HIPPY families. They are supposed to be part of the participating community and must have access to a four-year-old child with whom to practice HIPPY. Case loads vary from 12 to 15 families for part-time paraprofessionals and 20 to 25 families for full-time paraprofessionals. Paraprofessionals make between $4.00 and $7.00 per hour. (M. Westheimer, personal communication, 1993). A sample job description for paraprofessionals is enclosed in the HIPPY USA start-up manual, Appendix A.

According to the program model, the use of paraprofessionals as home visitors has two major benefits. First, because the paraprofessionals usually have backgrounds similar to the parents with whom they work, they may more readily develop trusting relationships with their families and present the curriculum in a culturally relevant and appropriate manner. Second, recruiting paraprofessionals from the local community allows HIPPY to provide local parents with job experience, which may lead to continued education and new job opportunities for them.

The program model requires each paraprofessional to receive weekly training from the program coordinator. The training sessions are to begin with role playing the next HIPPY activity packet in order to prepare for the upcoming home visits. The sessions may also include a review of each family's progress through the program and/or discussions of problems and challenges faced by the paraprofessionals.

Curriculum and Materials

In each of the 2 years, there are 30 weeks of activities scheduled to coincide roughly with the school year. The parent and child are supposed to work together for 15 minutes daily on that day's activity. These activities focus on language development, sensory and perceptual discrimination, and problem-solving skills. Language instruction centers around a set of story books, specifically written for HIPPY, which the parents and children are to read together. Upon reading the stories, the parents and children are to work on a series of related activities that introduce the following skills: listening, asking questions, answering questions, talking about a text, picture reading, story creation, seriation, and vocabulary building. The materials are designed to develop visual discrimination skills through describing, matching, and sorting objects and pictures. Visual motor activities are designed to provide children with a variety of situations in which they can use markers, crayons, and pencils. Auditory discrimination focuses on volume and pitch as well as rhyming sounds. Tactile games are used to practice the discrimination between objects that are hard or soft, smooth or rough, and thin or thick. Problem-solving activities include listening and sorting, matching, and grouping objects.

The HIPPY materials have been revised since the program first came to the United States in 1984 and are now available in English and Spanish versions. The story books have been made more culturally diverse and appropriate for the multiethnic population of families participating in the HIPPY program in the United States. These revisions were completed for the 1992-1993 program year. Because the activity packets are linked to the books, revisions were required in them as well. However, such revisions only entailed tailoring the old activities to the new stories. Currently the activities themselves are under review.

Method of Instruction

The HIPPY activities are designed to be role-played between the paraprofessional and the parent, with the parent taking the role of the child. This method of instruction has three goals. First, it is designed to promote a comfortable, nonthreatening learning environment. Second, when parents play the role of the child, the paraprofessional can determine whether or not the parent understands the activity. Third, roleplaying also may promote parental empathy for the child who will do these activities later. The parent is to do the activities with her child after the home visit (see below).

Home Visits

Twice a month the paraprofessional is scheduled to go into each family's home, bringing that week's activity packet. The purpose of the home visit is to role-play the week's activities with the HIPPY parent. Home visits typically last from 30 minutes to 1 hour. However, at the beginning of a new program year, home visits can take as long as 1.5 hours because the parents and paraprofessionals are not yet accustomed to the materials and the role-playing technique. As they familiarize themselves with the activities and methods of the HIPPY program, the length of the home visits may shorten. The child does not have to be present during the home visit. Typically, the paraprofessional and parent review the materials alone. Later, the parent and child work on the materials together.

Group Meetings

Every other week the program coordinator is required to schedule a group meeting for the paraprofessionals and parents.[2] These meetings generally have two purposes. First, the participants role-play the next week's activity. Second, the program coordinator may organize an enrichment activity. Because they are not specified by the HIPPY program model, these enrichment activities vary from meeting to meeting and across sites. As example, program coordinators have invited guest lecturers to talk about developmental issues in raising children, home safety, or helping children do well in kindergarten; organized trips; and invited staff from other agencies to talk to the parents about available services and how to gain access to them.

Additional Supports

HIPPY USA conceptualizes the HIPPY program as but one service that poor families with young children need. Thus, establishing links with other local community services is strongly encouraged. All HIPPY programs are now required to develop a local advisory board consisting of directors of other local service programs. The purpose of this advisory board is to develop support for the HIPPY program in the context of existing services. Through the advisory board and other contacts the program coordinator may have, HIPPY families may gain access to other service agencies through participation in HIPPY. For example, some programs which are funded by JTPA provide literacy tutoring, and some sites sponsored by local school districts have provided educational assessments of the children. Programs also may offer the parents a range of additional formal and informal activities in which to participate, such as support groups and self-improvement activities. Some parents have initiated their own activities, such as the creation of an emergency relief fund for HIPPY families.

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[2] See Baker & Piotrkowski (1995) for a description of the difficulties program coordinators can face in attracting parents to group meetings.

III. THEORETICAL FOUNDATION

Because school success is closely linked to later employability, a successful formal education is the most common pathway out of poverty and the avoidance of poverty altogether (e.g., Schorr, 1988; William T. Grant Foundation, 1988). Unfortunately, many children do not succeed at school, as public schools see an ever increasing rise in school failure, especially among poor children. Many poor children enter the formal public school system behind their more economically advantaged peers. They continue to fall further behind in their academic achievement over their years of schooling. However, the relationship between poverty and school failure is indirect; that is, being poor does not itself cause school failure. Rather, being poor is associated with a number of other negative outcomes and risk factors, many of which in turn play a causal role in the child's lack of success at school (Halpern, 1989; Schorr, 1966; Schorr, 1988).

School success is affected by a host of factors, including the nature and quality of the school itself; parental support and involvement in their child's education; the affective quality of the parent-child relationship; the child's individual cognitive skills, his/her behaviors, and his/her motivations. In many of these areas, poor children may be at a disadvantage. Poor children reach school age with parents who have not had the financial and material resources to optimally promote their cognitive development. Moreover, poor children may lack the behavioral skills ("cultural resources") that allow successful adaptations to the middle-class school environment (Farkas, Grobe, Sheehan, & Shuan, 1990). They may enter a school without sufficient resources to optimally facilitate their development. They also may lack concrete parental support necessary to maximize their chances of school success, because their parents may have excessive "life loads" and may have had their own negative experiences at school. The intergenerational cycle of school failure and the lack of role models for overcoming the many obstacles they face in being academically successful may hamper poor children's motive to achieve academically. At best these risk factors are cumulative in that the presence of each one adds to the overall risk. At worst they are multiplicative with each exacerbating the negative effects of the others (Rutter, 1980).

In the 1960's the War on Poverty was launched with the aim of breaking this intergenerational cycle of poverty and educational failure. Welfare, social service, and educational intervention programs were initiated to improve the life chances of poor children. One common educational intervention developed to address the intergenerational cycle of poverty and educational failure were programs that provided direct educational enrichment for the child. The most compelling evidence of the effectiveness of such programs comes from the Consortium for Longitudinal Studies (1983; Lazar & Darlingtom, 1982). The Consortium reported that children in a variety of educational intervention programs, while not maintaining IQ gains, tended to score better than non-intervention children on reading and math achievement tests later in their school careers. In addition, a year by year comparison of the treatment and comparison children showed that children who had attended preschool programs were less likely to be retained or placed in special education classes than those who did not. The Consortium also presented data on other long-term advantages for the experimental children including higher rates of high school completion and employment in the job market (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984; Schweinhart, Barnes, Weikart, & Epstein, 1994). From these longitudinal data, many concluded that it is possible for early intervention programs to enhance the chances for a child's success in the school system and eventually in the job market.

HIPPY in part shares in this intervention tradition and is designed to enhance children's school success. The HIPPY activities provide children with ongoing daily opportunities to engage in school readiness, skill-building activities. For example, the activities offer opportunities for identifying colors, sizes, and shapes; using scissors and pencils; describing, matching and sorting objects; rhyming; and so forth. Thus, the activities are designed to help develop language skills, visual discrimination, visual-motor coordination, auditory discrimination, and problem-solving skills, all considered important for a successful kindergarten experience.

HIPPY also may foster enjoyment of learning and motivation by ensuring that the child will have a successful learning experience. HIPPY may increase pleasure in learning -- especially reading -- curiosity, initiative, and motivation. HIPPY also may enhance school-adaptive behaviors. The daily book-reading (parent to child) and the activities linked to the HIPPY stories allow the child to practice a variety of behavioral skills important for successful adaptation to the classroom environment. These include listening, following directions, focusing on a task, paying attention to oral instructions, and using assistance.

Although HIPPY shares in the tradition of providing educational enrichment activities for the preschool child as a direct route to enhancing the chances of school success, a key difference between HIPPY and other interventions is that the HIPPY curriculum is implemented by the child's primary caretaker (usually a parent). Neither the paraprofessional nor the professionals in the HIPPY program deliver direct educational services to the child. Instead, they work with the HIPPY parents who then engage in the activities with their children. In this way, it differs from center-based programs or home-based programs in which staff work directly with the children.

This program emphasis is consistent with a shift in the field of early intervention with children at-risk for school failure. Originally dominated by a child-focused orientation, many service providers have turned to more family-focused approaches, in recognition that parents are the primary socialization agents in the child's life. Consequently, the goal of many educational programs has shifted to helping parents nurture their child's learning. This way, once the specific intervention program has been completed, it is assumed that parents will be able to continue to support and guide their children in their educational experiences. This perspective is consistent with Bronfenbrenner's (1979) ecological model of child development.

Evidence that the family influences educational achievement comes from a variety of sources. Children do better in school when they have a home educational environment where books and other educational resources are available, and where language stimulation through joint book-reading and conversation occurs. Lack of experience with books, for example, is associated with children's poor school performance (Anderson and Stokes, 1984). Children who score higher on measures of school competence and achievement have parents who place a higher value on their children's educations and hold higher expectations for their children in these areas. These parents also offer more academic guidance to their children and are more actively involved in monitoring their children's educational progress (Schaefer, 1972, 1973; Entwisle & Hayduk, 1978; Gordon, 1978; Parsons, 1981; Seginer, 1983; Becher, 1986). Bronfenbrenner (1974) concluded from his review of early education intervention programs that those programs which most involved the parent in the child's learning experience were more effective at raising and maintaining the child's gains. There is also mounting evidence that parental involvement in a child's ongoing school life plays an important role in the child's school success (Luster & McAdoo, 1996; Stevenson & Baker, 1987).

Thus, in addition to fostering the development of school readiness skills, because HIPPY is a home-based intergenerational model, it also may improve children's chances to be successful at school by affecting home educational environment factors related to school success. By working on the weekly packets which are structured to provide parents with successful teaching experiences, HIPPY parents may feel more comfortable interacting with their child around literacy and learning events. As they build on their successes, HIPPY parents may acquire more literacy-related play materials and books and may use the ones they have more often and in a more enriched and effective manner.

HIPPY may also raise parents' expectations about their children's school success. As parents watch their children successfully engage the HIPPY materials and as they feel pride in their children's accomplishments, parents' expectations for their children's school performance may rise. Finally, HIPPY aims to help parents perceive themselves as their children's first teacher and to take an active role in their children's education. This is accomplished, in part, because HIPPY spans the transition to kindergarten so that the HIPPY groups meetings can be used to support parents' involvement in their children's schooling. As a result, parents may become more committed to actively monitoring and participating in their children's schooling.

Hypotheses Tested

This study draws on the work of those who have argued against a narrow focus on I.Q. as a measure of the success of early interventions (e.g., Zigler and Trickett, 1978).
This study tested the general hypothesis that ***children in HIPPY will perform better than children not in HIPPY on significant variables related to children's school success***. These important "school performance" variables include:

- Cognitive Skills
- Attendance
- Achievement
- Timely movement through the grades
- Positive academic self-image
- Adaptation to the requirements of the classroom.

This study also tested the hypothesis that ***parents in HIPPY will be more likely than parents not in HIPPY to have higher educational expectations for their children and engage in educational activities which are related to children's early school success***. In particular we examine four aspects of the home educational environment:

- Number of different types of literacy materials in the home
- Number of play materials in the home
- Parental expectations for child's educational attainment
- Parental expectations for child's educational performance

IV. THE TWO STUDY SITES

Two geographically and ethnically diverse school-based HIPPY programs in the United States participated in this study.[3] These sites represent a convenience sample selected because (1) they are school-based programs; (2) they serve diverse populations; and (3) they are located in different geographic regions.[4] The community context for each HIPPY program at these sites is described briefly below.[5]

City A, Arkansas

HIPPY was initiated in City A in 1988. The HIPPY program in City A is in a community with very limited resources for preschoolers. In 1990, when this project began, the City A school district served 6,200 students, 57% of whom were from low-income families. The program is housed in a school with an enrollment of 450, 94% of whom are from low-income families. HIPPY is coordinated under the Arkansas Department of Elementary Education and was the only preschool program available to children in that district. Most of the families in the HIPPY program are African American.

City B, New York

City B is the fourth-largest city in the state of New York. It is a diverse city with a population of 200,000. The HIPPY program in City B is housed and implemented at the City B Public School Early Childhood Center which opened in 1986, following a court order to desegregate the City B public school system. In 1990 there were approximately 280 students in 10 classrooms. The center serves only kindergarten and prekindergarten students, many of whom are from low-income families with limited English proficiency. At the time study began in 1990, 60% of the students were from minority groups, including Hispanics, African Americans, Asians, and East Indians. The center provides direct, hands-on learning experiences with developmentally appropriate materials in the context of an appreciation of cultural differences. It houses a parent center and the school district's exploratorium, which contains plants and small animals, cared for by the children. There is an active writing program, and performing artists in the fields of dance, music, and storytelling work regularly with the students. Thus, the center provides an enriched, high-quality early education setting for young children.

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[3] A third study participated in this project but the data are not presented here because the data collected were not suitable to address the research questions.

[4] Using two very different programs increases generalizability of the findings. However, the fact that they were not randomly selected limits generalizability. All findings need to be interpreted in this light.

[5] Names have been changed to protect the confidentiality of participants.

The HIPPY program in City B started in 1989 as a parent-involvement component of the Early Childhood Center. All children in HIPPY were also enrolled at the center. At the time of this study, the HIPPY program in City B was coordinated by the principal of the Early Childhood Center. The families in the HIPPY program reflect the ethnic diversity of the program.

V. STUDY DESIGN AND METHODS

Overview of Design: Strengths and Limitations

The design for the model validation study was a hybrid design -- quasi-experimental in one site with non-randomized comparison groups, and experimental in a second site with randomized controls. Pretest and posttest data were collected from two cohorts at each site. Cohort I began HIPPY in the fall/winter of 1990, and Cohort II began HIPPY in the fall of 1991. Although this was not a true experimental study, the two-site, two cohort design allows for stronger generalizations from the findings than are normally possible from a single-site, single-cohort study.

In City A community comparison groups were used for comparison with HIPPY children. In City B, families were randomly assigned to HIPPY or the control group. Ideally, random assignment would have been employed in City A as well. However, this was not possible. In City A the research project did not begin until October of 1990, but families in that city had already been recruited into HIPPY the prior spring. It was agreed by research and program staff that it would be unethical to withhold HIPPY from families who had already been promised the program. Thus, random assignment was not feasible. In addition, the program coordinator did not feel comfortable with random assignment procedures. Therefore, although timing would have permitted random assignment for Cohort II, a community comparison group was used instead.

Pretest measures were administered when the children were aged four.[6] Posttest data were collected at five different posttest sessions: (1) children's cognitive skills and the home educational environment were assessed during home visits at the end of the two-year program; (2) data regarding children's school performance were collected through school records at the end of the program; (3) data regarding children's school performance were collected from teacher ratings at the end of the program; (4) data regarding children's school performance were collected through school records one year after program completion (one year follow-up); and (5) data regarding children's school performance were collected from teacher ratings at one year follow-up. Each comparison/control family was paid $20.00 for participation at each assessment period. Permission was obtained from parents to interview children and for the collection of school record data.

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[6] Because of funding, Cohort I pretest data were not collected until three to six months into the program year in City A. In City B, Cohort I pretest data were collected beginning February 1991 because the program did not start until then. Thus, Cohort I children were older than 4 at pre-test. In Cohort II pretesting took place close to the start of the program year. Thus, Cohort II children were younger than Cohort I children by an average of two months.

Threats to Internal Validity

This design is a classic one that aims to reduce the problems associated with self-selection, especially in City B, where random assignment to the intervention (HIPPY) occurred. Even with random assignment, however, program realities make this design depart from the ideal. Self-selected attrition at different stages of the program and the study -- for whatever reason -- can create nonequivalence between intervention and control groups. This problem is not unique to the study of HIPPY (Olds, 1988). For example, of the original 413 pregnant mothers starting the two-year, home-based Maternal Infant Health Outreach Worker Project, only 35% continued until their child's second birthday (Clinton, 1992). Gomby and colleagues (1993) note that attrition rates from home-visiting programs are generally high, averaging from 35% to 50%. This may be due in part to the fact that home-visiting programs often are targeted for hard-to-reach families. However, these rates of attrition are not limited to home-visiting programs. Miller (1992), for example, reported an average of only 20 to 29 weeks of program involvement in a 2-year (non-home-visiting) program for adolescent parents. Such patterns of participation undermine any true experiment with random assignment.

The HIPPY evaluation proved to be no exception. HIPPY is a voluntary program that requires a two-year commitment from families to complete it. As the discussion of attrition in the implementation report (Baker & Piotrkowski, 1995) indicated, not all families who started the program completed the full two years, nor were all families available for posttest research visits. These departures from the ideal design cannot be avoided in such research. Instead, we tried to determine the impact of attrition on the analyses of program impacts.

One solution recommended by Olds (1988) to the problem of attrition is to include all families in the analysis, even those who left the program, thus reducing "investigator-induced" selection bias that comes from dropping from the study families who did not participate fully. In our view, this represents an extreme position. Families naturally move out of programs and it is not a fair assessment of a program to include those who may have had only a few weeks of a multi-year intervention. This makes negative findings suspect. On the other hand, excluding all families who did not participate fully also is problematic as it limits the study's generalizability.

In this study, we took a middle ground. We only excluded from the analysis those families who were lost immediately (within approximately one month). In addition, we attempted to evaluate the effects of attrition--both program and study--on all analyses.

Measures

Several criteria were used to select the measures of the major constructs.[7]

- Reliability, validity, and norms: Measures with proven reliability and validity were selected where possible. Measures for which appropriate norms were available were chosen over measures for which no norms were available if the other criteria were met.

- Population appropriateness: Where feasible, measures were selected that are valid and reliable for low-income populations from a variety of ethnicities and ages.

- Susceptibility to change: Measures that are sensitive to change in characteristics of individuals, relationships, and contexts were selected.

- Longitudinality: Measures capable of detecting developmental differences in participants were selected.

- Intrusiveness and time: Wherever possible, shorter and less intrusive measures were chosen so as not to undermine the integrity of the program and the research activities.

Where necessary, measures were translated into Spanish.

Measures of Demographic Variables

The National Evaluation Information System (NEIS). Information from the *NEIS* was used to determine if comparison/control and HIPPY families were equivalent at pretest and to control for any pre-existing differences between them. The *NEIS* was developed by the ABT corporation for the national Even Start evaluation. It is a comprehensive family questionnaire including questions about demographics such as source of income, constellation and size of family, educational levels of parents, and access to a variety of services and programs.

Cooperative Preschool Inventory (CPI). Also at pretest, children's cognitive skills were assessed by the *CPI*, to ensure comparability of HIPPY and comparison/control children and to control for any pretest group differences in cognitive skills. Developed by Caldwell and revised in 1974 (Educational Testing Service, 1974), the *CPI* is a 64-item individually administered assessment of preschoolers' cognitive achievements. It has been used extensively with low-income populations in preschool intervention evaluations.

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[7] Copies of all measures described below are presented in Appendix B.

Measures of the Treatment Variable

The major predictor variable in the study was participation in HIPPY. Because not all families remained in HIPPY for the full two years of the program, simply signing up for the HIPPY program was not a meaningful measure of program participation nor a fair assessment of the program's effectiveness. Therefore, participation in HIPPY was defined as receiving at least 5 of the 60 activity packets that correspond to each week in the program. This operationalization excludes families who -- for whatever reason -- did not make it past the first month or so of the program.

Information regarding extent of program participation was obtained from both families and local program staff record keeping forms, as well as other available data. From these data we calculated the highest activity packet received.

Measures of The Home Educational Environment

The National Evaluation Information System (NEIS). The *NEIS* was also used to assess the home educational environment[8]. In addition to questions about demographics, this measure contains items concerning the educational environment of the home and parental expectations regarding children's future educational attainment and performance. Four composite scales were utilized to assess the home educational environment:

The first home educational environment variable asked parents to indicate how many of each of five different **types of literacy materials** they have in their home available for children to read (magazines, newspapers, tv guides, comic books, and other reading materials). This variable ranged from 0 (none of the items in the home) to five (all five of the items in the home). This item was not normally distributed and was recoded into a dichotomous variable for nonparametric analyses (0= less than three items in the home; 1= three or more items in the home).

In the second variable parents rated from a list of 12 items **how many play items** (e.g., scissors, paste) are available in their home for their children. This variable ranged from 0 (none of the 12 items in the home) to 12 (all 12 items in the home). This variable was normally distributed and was, therefore, treated as a continuous variable.

The third item is a rating of **parental expectations for their child's educational attainment** -- how far they expected their child to pursue their education. Parents rated their expectations on a five-point scale, ranging from not finishing high school (0) to completing graduate school (5). This scale was treated as a categorical variable and collapsed into a dichotomous variable in which a score of 0 indicated parental expectations below college level (not finishing high school, graduating from high school but not going any further, finishing high school and attending trade school, or finishing high school but not finishing college). A score of 1 indicated that parents expected their children to attend and complete post high school professional education.

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[8] This measure was revised for use at posttest and is labeled Exit Interview in Appendix B.

The fourth variable is a rating of **parental expectations for their child's educational performance** -- how well they thought their child would perform in school. Parents rated their expectations on a five-point scale from very poorly (1) to very well (5). This item was collapsed into a dichotomous variable in which a score of 0 indicated the parent expected the child to perform at or below average. A score of 1 indicated parental expectations for the child's performance to be above average (well or very well).

Measures of Children's School Performance

Cooperative Preschool Inventory (CPI). Children's cognitive skills were assessed by the *CPI* at the end of program to assess group differences on this outcome.

The Academic Self-Image Measure (ASI). Based on the work of Dickstein, the *ASI* was developed by Entwisle, Alexander, Pallas & Cadigan (1987) for their work on children's achievement. It is a 23-item individually administered measure of academic self-image in which students are asked to rate on a one to five scale how good they think they are at a variety of academic, athletic, and social skills.

Preliminary analyses of this 23 item measure did not confirm the authors three factor or five factor solutions. Forced three and five factor solutions also did not confirm the published factor solutions. In our factor analyses the first factor was comprised of two items of particular interest to this study: children's perception of their adequacy in math and their perception of their adequacy in reading. Therefore, these two items were combined into a "perception of academic self image" scale. Reliability analyses revealed adequate internal consistency of .66. This two-item scale was normally distributed and had no outliers, allowing for parametric analyses. This scale ranged from very bad (1) to very good (5).

The Child Classroom Adaptation Index (CCAI). The *CCAI* was used to measure the children's classroom adaptation. Developed by Halpern and revised by Baker and Piotrkowski (1993) this is an 11-item teacher report[9] that assesses the child's adaptation to the classroom, motivation, and interest in learning. The scale is administered at least one month after school starts, because teachers reported that by this time in the school year they were able to assess the child reliably.

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[9] The use of teacher reports has been important in educational research in general and in studies of early intervention programs in particular. For example, evaluations of Head Start, the Perry Preschool Project, Project Giant Step, and the home-based option of Head Start have all employed teacher ratings to assess program impact on the quality of the child's behavior in the classroom (Meleen, Love, & Nauta, 1988; Bond et. al., 1982; ABT Associates, 1988). Teacher ratings have been shown to be a reliable and valid measure of children's functioning in the classroom as they predict future school performance (e.g., Luster & McAdoo, 1996; Spivak & Swift, 1973).

The CCAI assesses the child's enjoyment of books and reading, listening and paying attention, task orientation, self-direction in learning, seeking and using assistance appropriately, curiosity, initiative, enjoyment of schoolwork, likelihood of school success for that year, motivation to learn, and readiness to learn. On each dimension, teachers rate children on a scale from 1-to-5, in which 1 represents poor adaptation, 3 represents a good or moderate adaptation, and 5 represents a very successful adaptation. A factor analysis indicated a single factor on which all 11 items loaded. Consequently, scores on the 11 items of the CCAI were summed to create a total score. Cronbach's alpha for the 11-item composite index was .96, demonstrating very high internal consistency.

There is some evidence for the construct validity of this measure. In a sample of over 400 children it is significantly correlated ($r=.30$, $p<.001$) with the Cooperative Preschool Inventory, measured almost two years previously. It also is correlated ($r=.51$, $p<.001$) with a test of standardized achievement nine months later in one ethnically diverse site (City B) in which data were available, indicating the predictive validity of the measure. To assess potential bias in the CCAI teacher ratings, an additional item on the *CCAI* asked teachers whether they knew if the child had earlier participated in a preschool intervention and if so which one. The teachers' knowledge of group status is statistically controlled for in all data analyses with this measure.

The Common Protocol for School Records (CPSR). The CPSR was developed for use in this study. This form is used to gather information about children's school performance including attendance, standardized achievement scores, grades, and grade placement. Somewhat different data were collected in each city because of differences in the educational systems; they are described separately.

For the City A children, school record data were collected for attendance (measured as percentage of days attended); grade placement (retention/placement into next grade); grades, and standardized achievement. Standardized achievement was assessed in this school district by the Stanford Early Achievement Test, second edition (SEAT, 2nd), administered in the spring of each school year. This is a general group-administered achievement test that assesses children's acquisition of mathematical, language, and communication skills and concepts. The test has six subscales: sounds and letters, word reading, sentence reading, listening to words and stories, mathematics, and environment, with KR-20 coefficients ranging from .76 to .90. National standardization occurred in the fall of 1981 with a national sample of 250,000 students. Normal curve equivalent scores are provided for all subscales as well as for battery scores. For this study, the normal curve equivalent for the complete battery was analyzed. The complete battery is comprised of the Total Reading (sounds and letters, word reading, sentence reading, listening to words and stories), Math, Environment, and Listening scales.

In City B, meaningful school record data were available for attendance (percentage of days attended); grades; and standardized school achievement. Standardized school achievement in this school district was measured by the Metropolitan Readiness Test in kindergarten (MRT, 1976 ed.) and the Metropolitan Achievement Test in first grade

(MAT, 5th ed.). Both tests are group-administered assessments of children's mastery of school curriculum. The tests are divided into instructional subtests which measure facts, skills, and concepts and their applications in language, reading, and mathematics. KR-20 reliability coefficients across subtests are .85 to .93 for Reading, .79 to .88 for Mathematics, and .66 to .92 for Language. For this study we used the normal curve equivalents for the Reading and Math subtests.

Data Collection Procedures

In each city a project field coordinator and a team of trained field assistants were responsible for collecting all data. Whenever possible, field assistants were of the same ethnic background as the families. In City A, both parent and child measures were individually administered in their own homes. In City B, while parents were interviewed at home, the children were assessed at school. School record data (CPSR) were collected directly from each child's official school files. Teacher ratings of children's classroom adaptation and motivation (CCAI) were collected by mailing teachers the CCAI in the fall of the school year. Response rates for teachers completing the CCAI forms was over 95% in each city.

Every effort was made to find all families for each data collection point. Some families originally lost were subsequently found through such efforts. In the fall of each year a present was sent to each family in order to determine if the family had a new address since our last contact. If a family was not at their most recent address, a contact person the family had previously identified was asked for updated information. Families had also given us written permission to ask the local public school district to release their address and phone number in the event that we lost contact with them. If all of the above procedures failed, we then contacted the post office, motor vehicles bureau, and local utility companies for any information of the families' whereabouts. In some cases a professional tracking company was hired to find families when we had been unsuccessful.

In both cities Cohort I pretests were delayed. Because notification of initial funding occurred after the programs began in City A in October of 1990, the first data collection occurred three to seven months after the program began. In City B, the program started in February 1991 because of delays in program funding. Although this allowed us to conduct a true pretest, City B Cohort I children were older than Cohort II children at pretest. For these reasons, major outcome analyses are conducted separately for each cohort within each city.

Sample Recruitment

In City A, program staff recruited families into the HIPPY program by word of mouth. A waiting list was generated throughout the year for families who wanted to participate in the program the following year. Because families selected themselves into the program, there was no assessment of volunteer rates for the program in City A. Families were recruited into the comparison group from word of mouth and flyers posted around the neighborhood to be consistent with the recruitment of the HIPPY families.[10] Volunteer rates for the comparison groups were over 95% for both cohorts.

Comparison families were matched at the group level to the HIPPY families on important background characteristics. The demographic characteristics of the HIPPY families were examined focusing on ethnicity, age of child, gender of child, family constellation, and preschool experience of child. Appropriate comparison families were selected to match the HIPPY group. For example, if one third of the HIPPY families were single-parent families, approximately one third of the comparison families were to be single-parent families as well.

Random assignment was possible in City B, where all children attended the same preschool. All families enrolled in the administrative agency's prekindergarten program were invited to participate in a lottery for the HIPPY program. The families not randomly assigned into HIPPY were then invited to participate in the research study. In Cohort I approximately 180 families were invited to participate in the lottery, of which 130 said yes. Of that number 52 were randomly assigned into Cohort I HIPPY and 38 into the control group. Because the program did not start until six months later (due to a funding constraint in the district) only 74 actually started the study, 42 in HIPPY and 32 in the control group. In the interim, many families had left the district or had been transferred to a different school. In Cohort II, 150 families indicated interest in the lottery, 69 of whom were assigned to HIPPY and 81 to the control group. Because some families left the districts or transferred to another school, 119 families actually participated in the study, 53 in HIPPY and 66 in the control group.

Overview of Data Analyses

The major form of analysis for outcomes were within city and cohort comparisons of the HIPPY and the comparison/control children. The hypotheses were tested in Cohort I at each site and then tested again for Cohort II to determine if the findings were replicated.

Where variables were normally distributed, parametric statistics were used,[11] usually analyses of covariance (ANCOVA). In the ANCOVAs examining group differences, three different levels of covariates were entered into the equation. At the first step we entered child's age (in months) and gender (0=female, 1=male). At the second step we entered family-level variables including parent ethnicity (0=nonminority, 1=minority),[12] parent level of education (0=high school or more, 1=less than high school),[13] family structure (0=couple, 1=single), and source of family's income (0=wages, 1=public assistance). The final covariate entered was child's pretest scores on the Cooperative Preschool Inventory. This procedure was duplicated for the analyses examining group differences in teachers' ratings except that teachers' knowledge of child's group status was entered with the child's age and gender as a first-level covariate.

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[10] We know from other research that community comparisons may not be comparable to the treatment group, and in some cases may be more advantaged (Lee, Schnurr, Brooks-Gunn, 1988). We will address possible initial differences through statistical controls in all parametric analyses.

[11] To test for normality, all continuous distributions were inspected for number of modes, and the statistical significance of the kurtosis and skewness. It should be noted that parametric statistics are fairly robust, even when variables depart somewhat from normality.

When the outcome variables were categorical or departed markedly from normality, nonparametric statistics were used for group comparisons, such as chi-square analyses and the Wilcoxin Mann Whitney Test (Siegel & Castellan, 1988). Where the variables departed only somewhat from normality, parametric statistics (t-tests, analyses of variance, analyses of covariance) were conducted, followed by nonparametric tests.

In all cases, effect sizes were calculated[14]. Reporting effect sizes helps address the problem of insufficient sample size. Original sample sizes within cohorts were sufficiently powerful to detect a moderate program effect ($\underline{d}$=.50). However, attrition lowered the power in most cases. This problem is not uncommon in evaluation research (Olds, 1988). Our solution to this problem was to raise the alpha to .10,[15] to present effect sizes, even when the group means are not statistically significant, and to pay special attention to the *overall pattern* of these effect sizes. This approach helps us avoid concluding lack of program effects when in fact the effect size is moderate, but the sample size is too small for the statistical test of group differences to reach significance.

Moreover, statistical significance is one way to determine whether a program has its desired effects, but it does not tell us whether obtained group differences are *educationally meaningful*. The analysis of effect sizes also helped us determine if group differences were meaningful in the school setting where effect sizes of .35 generally are considered meaningful.

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[12] In City B there was more variability in parental ethnicity. Thus, in this city this covariate was dummy coded (African-American; Asian; Hispanic; White; or mixed ethnicity).

[13] In City B there was more variability in this variable. Thus, the covariate was a three-level dummy coding (less than high school, high school, more than high school).

[14] A traditional measure of effect size -- Cohen's $\underline{d}$ (Cohen, 1969) -- was calculated. This statistic represents the difference between two means in units of standard deviations. $\underline{D}$ also can be obtained from the $\underline{z}$ statistic calculated from the Wilcoxin Mann Whitney Test (Siegel & Castellan, 1988).

[15] Since in all cases we had directional hypotheses that HIPPY children would outperform the comparison/control children, raising the alpha to .10 was the same as using one-tail tests with an alpha of .05.

VI. CITY A: RESULTS AND DISCUSSION

The test of the HIPPY program in this city entailed comparing children who participated in the HIPPY program to children who had received no preschool services whatsoever. While this appeared to be a generous test of the program, it also reflected program realities in service-poor communities. Thus, the findings make an important contribution toward our understanding of the effectiveness of the program in this common community context.

In City A some children began kindergarten a year later than the rest of the cohort. We refer to these children as later starters. Their data were considered with the rest of their cohort even though they were a year behind in the school system. At the end of the program most children were completing kindergarten; the later starters, however, had not yet begun kindergarten. Of the 178 families available, 14 children were later starters (8%). At the one year follow-up most children were completing first grade; the later starters were completing kindergarten.

The Sample

Sample Characteristics at Pretest

Table 1 presents a description of the City A sample by group and cohort.[16] In City A, the HIPPY families generally fit the profile of families targeted by the HIPPY program. Few HIPPY adults had more than a high school education and over one third had not completed high school. Almost seven out of ten families were single-parent families and more than four out of ten reported public assistance as their primary source of income. It is important to note that seven HIPPY children (5.8%) and one comparison child (3.5%) reported being initially enrolled in a center-based prekindergarten program. However, no data were available as to whether or not they entered this program. It is unlikely that they did because the prekindergarten program had a policy of not providing services to children enrolled in other programs, given the scarcity of services in the community.

Comparability of HIPPY and Comparison Families at Pretest

Analyses were conducted to examine the comparability of the HIPPY and comparison families on the following key eight background variables: age of child, gender of child, preschool experience of child, education level of parents, family structure, ethnicity of parent, whether or not the family reported government assistance as the primary source of income, and cognitive skills of the child as assessed by the Cooperative Preschool Inventory (See Table 1). There were no significant differences between HIPPY and comparison groups

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[16] Of the 236 families in the City A sample, 10 HIPPY families were excluded because we had reason to believe they received less than 5 activity packets (very early drop-out group).

Table I
City A
Sample Characteristics at Pretest

VARIABLES	COHORT I		COHORT II		SIG.
	HIPPY n = 58	COMP. n = 55	HIPPY n = 63	COMP. n = 50	
	%	%	%	%	
1. ETHNICITY OF CHILD:					
African-American	93	87	97	96	
White	5	13	3	4	
Other	2	0	0	0	ns
2. EDUCATION OF ADULT:					
Less Than High School	33	42	37	38	
High School	64	53	49	50	
More Than High School	3	5	14	12	ns
3. HOUSEHOLD COMPOSITION:					
Single Adult Alone	38	47	48	48	
Single Adult With Extended Family	22	22	21	20	
Couple Alone	31	27	25	28	
Couple With Extended Family	9	4	6	4	ns
4. PUBLIC ASSISTANCE AS PRIMARY INCOME:					
Yes	40	45	46	38	
No	60	55	54	62	ns
5. GENDER OF CHILD:					
Girl	48	47	59	50	
Boy	52	53	41	50	ns
6. PRE-K EXPERIENCE OF CHILD:					
Yes	7	0	5	2	
No	93	100	95	98	ns
7. AGE OF HIPPY CHILD (MTHS.) AT FIRST TESTING:	$\bar{x}$ (s.d)	$\bar{x}$ (s.d)	$\bar{x}$ (s.d.)	$\bar{x}$ (s.d.)	
	57 (4)	57 (3)	55 (4)	55 (4)	*
8. PRETEST SCORE ON CPI:	36.5 (10)	33.4 (13)	35.4(10.6)	29.8 (11.6)	**

* *Cohort I children were older than Cohort II children T (222) = 3.9; p < .001*

** *Cohort II HIPPY children scored significantly higher than Cohort II comparison on the CPI T (111) = 2.72; p < .005* in Cohort I on any of these family characteristics. However, in Cohort II HIPPY children scored significantly higher ($\underline{M}=35.4$, $\underline{SD}=10.6$) than comparison children ($\underline{M}=29.8$, $\underline{SD}=11.6$) on the Cooperative Preschool Inventory, $\underline{t}(101)= 2.69$, $\underline{p}<.005$. This group difference may have resulted from a bias created in selecting the comparison group. As a result of this group difference, pretest CPI scores were statistically controlled where possible (i.e. in parametric analyses).

Comparability of Cohorts at Pretest

We also examined the comparability of the two cohorts on these same eight background variables to determine if they were drawn from the same populations at pretest (see Table 1). One significant difference was found: Cohort I children were older than Cohort II children, by two months on average. This difference was an artifact of when pretests occurred: Cohort I pretest took place three to seven months after the HIPPY program started, because of the research funding cycle, whereas Cohort II pretests occurred earlier in the program year.

Attrition from the Study

Table 2 presents the sample sizes at pretest and for each of the five posttest sessions for HIPPY and comparison children in both cohorts. Not all pretested families were available for posttesting. Some families moved away, some could not be found, and a few refused to participate. Thus, it was necessary to determine if the HIPPY and comparison samples of families with posttest data were comparable. To that end, a series of analyses were conducted which are summarized below. (See Appendix C for a more detailed presentation of these analyses).

In Cohort I the HIPPY and comparison samples at the end of the program and at one year follow-up were comparable on seven background characteristics[17]. In Cohort II HIPPY children with posttest data had scored higher at pretest than the Cohort II comparison children with posttest data on the CPI. In addition, analyses revealed that the samples of Cohort II children with posttest were older and scored higher on the CPI at pretest than the Cohort I families available at posttest. These differences were evident on pretest and thus were not due to attrition from the study.

Attrition from the Program

Not all families who began the HIPPY program completed all 60 activity packets. Thus, it was necessary to determine how much of the HIPPY program the families who were posttested had received. Means and medians of the number of the highest activity packet

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[17] There was not enough variability on the eighth variable, attendance in preschool, for inclusion in analyses.

Table 2

City A

Sample Sizes at Test Periods

TEST PERIOD	COHORT I HIPPY	COHORT I COMP.	COHORT II HIPPY	COHORT II COMP.
AT PRETEST	58	55	63	50
END OF PROGRAM HOME VISITS	42	42	38	40
END OF PROGRAM SCHOOL RECORD DATA	48	30	49	37
END OF PROGRAM TEACHER RATING	49	35	46	32
ONE YEAR FOLLOW UP SCHOOL RECORD DATA	47	39	42	35
ONE YEAR FOLLOW UP TEACHER RATINGS	42	36	43	33

received were computed for the HIPPY families for each of the five posttest data collection sessions (home visits at end of program, school record data at end of program, teacher ratings at end of program, school record data at one year follow-up, and teacher ratings at one year follow-up).

For Cohort I the range of means was between 45 and 47 packets. That is, program records indicated that on average the Cohort I HIPPY families who were posttested received up to 45 or 47 activity packets. In Cohort II the means were somewhat -- but not significantly lower -- ranging between 40 and 44. Thus, on average in both cohorts, the families who were posttested completed the first year of the program but not the second. An examination of the medians revealed a slightly different story. The medians in all five subsamples was 60 for Cohort I and 30 for Cohort II. Nonetheless, the nonparametric analyses of group differences in medians were not statistically significant.

Outcome Analyses

All results of analyses comparing City A HIPPY and comparison children on outcomes are presented in Table 3 (for Cohort I) and Table 4 (for Cohort II).

Home Educational Environment at the End of the Program

Four sets of items on the NEIS asked parents to report on the nature and quality of the home educational environment. These items were analyzed separately as the internal consistency when combined was not adequate (alpha=.57). Because these variables were collected through home visits and not from school record data, the analyses included all children posttested including the later starters.

Number of Types of Literacy Materials in the Home. In Cohort I crosstabulations and a chi-square analysis were conducted to compare the distribution between HIPPY and comparison parents. HIPPY parents reported significantly more literacy materials in their home, $X^2(83)=2.86$, $p<.09$., a difference which was educationally meaningful ($d=.38$). Because the variable was not an interval scale and was not normally distributed, parametric analyses were not conducted in order to determine if these group differences would be statistically significant after entering control variables into the equation. This finding was not replicated in Cohort II.

Number of Play Materials in the Home. This variable was normally distributed and was, therefore, submitted to parametric tests. In neither cohort was there a statistically significant or educationally meaningful group difference on this variable.[18]

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[18] In Cohort I the final adjusted means were 7.64 for HIPPY and 8.26 for the comparison parents. In Cohort II the final adjusted means were 8.64 for HIPPY and 8.96 for comparison parents.

Table 3
City A
Overview of Effects
Cohort I

VARIABLES	TEST	P	D	FAVORING
Home Environment at End of Program				
No Types Literacy Materials	X^2	.09	.38	HIPPY
No. Play Materials	F	.37	.21	
Parental Expectations: Attainment	X^2	.59	.12	
Parental Expectations: Performance	X^2	.78	.05	
School Performance at End of Program				
Cooperative Preschool Inventory	F	.67	.10	
Delayed Entry into School	X^2	.007	.41	HIPPY
Attendance	Z	.05	.39	HIPPY
Attendance	F	.44	.21	
Standardized achievement	F	.11	.41	HIPPY
Classroom Adaptation	F	.08	.42	HIPPY
School Performance at One Year Follow-Up				
Placement at Beginning of Year	X^2	.04	.44	HIPPY
Attendance	Z	.44	.17	
Attendance	F	.33	.23	
Standardized Achievement	F	.64	.12	
Grades	F	.21	.34	
Academic self-Image	F	.02	.62	HIPPY
Placement at End of Year	X^2	.44	.16	
Classroom Adaptation	F	.02	.59	HIPPY

Table 4
City A
Overview of Effects
Cohort II

VARIABLES	TEST	P	D	FAVORING
Home Environment at End of Program				
No Types Literacy Materials	X^2	.82	.05	
No. Play Materials	F	.68	.10	
Parental Expectations: Attainment	X^2	.50	.16	
Parental Expectations: Performance	X^2	.88	.03	
School Performance at End of Program				
Cooperative Preschool Inventory	F	.06	.47	Comparison
Delayed Entry into School	X^2	.007	.41	HIPPY
Attendance	Z	.79	.06	
Attendance	F	.37	.21	
Standardized achievement	F	.01	.63	Comparison
Classroom Adaptation	F	.39	.22	
School Performance at One Year Follow-Up				
Placement at Beginning of Year	X^2	.23	.17	
Attendance	Z	.78	.08	
Attendance	F	.78	.08	
Standardized Achievement	F	.78	.07	
Grades	F	.64	.12	
Placement at End of Year	X^2	.48	.16	
Classroom Adaptation	F	.61	.13	

Parental Expectations for Child's Educational Attainment. A chi-square analysis revealed no significant differences between Cohort I HIPPY and comparison parents, $X^2(51)=.28$, $\underline{p}<.59$, ($\underline{d}=.12$). Interestingly, the HIPPY parents had slightly *lower* expectations. For example, while none of the comparison parents thought their children would drop out of high school, three HIPPY parents did; and while 40% of the comparison parents expected their children to attend and complete a graduate education, only 20% of the HIPPY parents did, perhaps reflecting a more realistic assessment of what their children were likely to accomplish. There also were no group differences in Cohort II.

Parental Expectations for Child's Educational Performance. HIPPY and comparison parents did not differ significantly on their expectations regarding their children's educational performance in either cohort.

School Performance at the End of the Program

Cooperative Preschool Inventory. HIPPY and comparison children were compared on their total scores of the Cooperative Preschool Inventory (possible range is 0 to 64). Because the data were collected during home visits rather than school records, these analyses were conducted with all the children posttested, including later starters. Because this variable was normally distributed, parametric analyses were conducted.

In Cohort I there was no statistically significant nor educationally meaningful group difference on this variable.[19] A ceiling effect may have masked actual differences in cognitive skills. In Cohort II, both HIPPY (final adjusted mean=57.51) and comparison children (final adjusted mean= 60.15) scored quite well at posttest on this measure. This difference, favoring the comparison children was statistically significant, $\underline{F}(1,67)=3.62$, $\underline{p}<.06$, and educationally meaningful ($\underline{d}=.47$).

Delayed Entry into School. In City A, where parents may elect to delay enrolling their children in kindergarten for one year, there were ten later starters in Cohort I (eight in the comparison group, two in HIPPY). In Cohort II there were four later starters (three in the comparison group, one in HIPPY).[20] Because the total number of these later starters was small, the cohorts were combined for this analysis. (There was no meaningful cohort effect on this outcome.) Chi-square analyses indicated that comparison parents were significantly more likely than HIPPY parents to hold their children back for one year, $X^2=7.2$ (n=180), $\underline{p}<.007$. Of the comparison children 13.8% were later starters; of the HIPPY children, only

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[19] The final adjusted means were 56.37 and 56.96 for HIPPY and comparison groups respectively.

[20] The difference between cohorts in number of late starters appears to reflect natural variation in student populations rather than a new policy of the school district.

3% were later starters.[21] The effect size for this group difference was $d=.41$, which we consider educationally meaningful.

Additional analyses were conducted to further explore who these later starters were. Later starters were not significantly younger at pretest ($M=55.0$, $SD=3.9$ months for later starters vs. $M=56.3$, $SD=3.8$ months for others). However, later starters scored significantly lower at pretest on the Cooperative Preschool Inventory ($M= 26.1$, $SD=9$) than the children who started kindergarten the prior year ($M= 34.9$, $SD=11.1$), $t(178)=2.9$, $p<.005$, two-tailed test. These results suggest that parents whose children appeared less ready for school at age four were more likely to wait one year to start their children in school than parents whose children appeared more ready for school at age four. Our data do not allow us to determine the validity of two plausible explanations for this finding: (1) HIPPY children were, in fact, more ready for school after one year of HIPPY and parents accurately perceived this or (2) HIPPY parents believed their children to be more ready.

Further analysis indicated that the later starters might have benefitted from being held back one year. The later starters scored lower on the CPI at age four, and after one year of kindergarten, there still was a *trend* for them to perform worse on the CPI ($M=57.3$, $SD=7.3$ vs. 49.0, $SD=14.5$); $t(11.51)=1.95$, $p<.076$, two-tailed test. However, despite an apparent disadvantage for the later starters at age four, standardized achievement tests (SEAT) administered at the end of the kindergarten year were not significantly different for the two groups ($M=48.7$, $SD=23$ for the later starters and $M=45.10$, $SD=18.4$ for others, $t(79)=.51$, $p<.61$.

Attendance. At the end of the program most children were completing kindergarten. The later starters, however, were not yet in school and were not included in these analyses. Attendance in kindergarten may be especially important because of the hierarchical organization of early mathematics and reading instruction (Alexander & Entwisle, 1988). Kindergarten attendance as percentage of days attended was compared for comparison and HIPPY children. Because attendance was not normally distributed, nonparametric tests of group differences were first conducted.

In Cohort I the median rate of attendance for HIPPY children was 96% (170.9 school days), whereas the median rate of attendance for comparison children was 94% (167.3 school days). This difference in medians, representing a difference of 3.6 days, was statistically significant, Wilcoxin Mann Whitney Test, $z(78)=-1.79$, $p<.07$, and educationally meaningful ($d=.39$). The group difference was not statistically significant, $F(1,64)=.61$, $p<.44$, nor educationally meaningful ($d=.21$) on the parametric analyses of the attendance variable.[22] There were no group differences in Cohort II.[23]

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[21] The chi-square for Cohort I was significant; the test for Cohort II was not because of insufficient power.

[22] The final adjusted means for the HIPPY and comparison groups were 94.58% and 93.72% respectively.

[23] The median number of days attended were 94.58% for HIPPY children and 93.72% for comparison children.

Standardized Achievement. Comparison and HIPPY children were compared on the normal curve equivalent scores of the complete battery of the Stanford Early Achievement Test. Because there was no significant kurtosis or skewness, only parametric analyses were conducted. Later starters were not included in these analyses, as they were not yet in school.

In Cohort I the final adjusted means were 47.39 for the HIPPY group and 41.11 for the comparison children. This difference approached statistical significance, $\underline{F}(1,64)=2.64$, $\underline{p}<.11$, and was educationally meaningful ($\underline{d}=.41$).

In Cohort II HIPPY children did not outperform the comparison children on this variable. In fact, the comparison children (final adjusted mean=51.55) scored significantly higher than the HIPPY children (final adjusted mean=41.54) on this variable [$\underline{F}(1,70)=6.89$, $\underline{p}<.01$, $\underline{d}=.63$].

Classroom Adaptation. In the fall following the end of the program most children were beginning first grade. However, two groups of children were in kindergarten: (1) later starters who had begun kindergarten a year later than their peers and (2) children who had begun kindergarten with their peers but were retained rather than promoted to first grade. The kindergarten teachers' ratings of these children's performance were used in these analyses.

In City A, classroom teachers had some knowledge of the preschool experience of the children. One third of the HIPPY children were correctly thought to be in the HIPPY program for both cohorts. Thus, teacher's knowledge of children's group status was statistically controlled in the first level of the ancova analyses. The distribution of scores for the teacher ratings on the Children's Classroom Adaptation Inventory was normal, allowing for the use of parametric statistics.

In Cohort I the average teacher rating of the classroom adaptation of the HIPPY children was 3.65, while the final adjusted mean for the comparison group was 3.04. This difference was statistically significant, $\underline{F}(1,71)=3.17$, $\underline{p}<.08$, and educationally meaningful ($\underline{d}=.42$). The effects revealed for Cohort I were not replicated in Cohort II.[24]

School Performance at One Year Follow-Up

Grade Placement. Analyses were conducted to compare the HIPPY and comparison children on the percentage in their appropriate grade (first grade vs. kindergarten/special education). By the beginning of the school year one year after the end of the program there were two groups of children not yet in first grade: those who started school a year after their peers (later starters) and those who started on time but were retained in kindergarten. These two groups were combined in the following analysis and compared to children who both started school on time and were promoted to first grade. Chi-square analyses were conducted which did not allow for entry of control variables but are useful for determining group differences.

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[24] The final adjusted mean for the HIPPY group was 3.04 and 3.29 for the comparison group.

In Cohort I results revealed that HIPPY children were significantly more likely to be attending first grade, $X^2(n=86)=4.17$, $\underline{p}<.04$. This effect was educationally meaningful ($\underline{d}=.44$). Eighty-seven percent of the HIPPY children were in a regular first grade classroom compared to only 69% of the comparison group. This finding was not replicated in Cohort II.

Attendance. Percentage of days attended was compared for comparison and HIPPY children. Because attendance was not normally distributed, nonparametric tests of group differences were first conducted and medians are reported. By one year follow-up all children were in school. Most were in first grade and some (later starters and those who were retained) were in kindergarten. These analyses included attendance data from all children regardless of their grade. In neither cohort were there statistically significant or educationally meaningful group differences.[25]

Standardized Achievement. Comparison and HIPPY children were compared on the normal curve equivalent scores of the complete battery of the Stanford Early Achievement Test. These analyses did not include the children not yet in first grade (later starters and children who started school on time but were retained in kindergarten) as a different achievement test was administered to them and the norms were not comparable. This variable was normally distributed, allowing for parametric analyses. In neither cohort were the differences between the groups statistically significant or educationally meaningful.[26]

Grades. HIPPY and comparison children were compared on a combined scores of reading and math grades. As the grading system was different for first graders and kindergartners, this analysis could not include later starters and retainees who were in kindergarten at the one year follow-up. Each child's letter grade was converted into a number resulting in a continuous variable ranging from 0 to 11. This variable was normally distributed, allowing for parametric analyses.

In Cohort I the average grade was 7.82 for the HIPPY children and 6.95 for the comparison group. This difference was not statistically significant, $\underline{F}(1,55)=1.63$, $\underline{p}<.21$, but was educationally meaningful ($\underline{d}=.34$). In Cohort II there were no statistically significant nor educationally meaningful differences between the HIPPY and comparison children on this variable.[27]

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[25] In Cohort I the median number of days attended was 97% for both the HIPPY and comparison groups. In Cohort II the medians were 96.14 for HIPPY and 95.82% for comparison.

[26] The final adjusted means for Cohort I were 47.17 and 45.12 for HIPPY and comparison children respectively and in Cohort II 37.36 and 38.86 for HIPPY and comparison respectively.

Academic Self-Image. This variable was collected during home visits and, thus, includes data for all children posttested regardless of their grade in school. This variable was normally distributed, allowing for parametric analyses.

In Cohort I results of the ANCOVA revealed that the HIPPY children (final adjusted mean=4.21) had more positive academic self-images than the comparison children (final adjusted mean=3.79), a difference which was educationally meaningful ($\underline{d}=.62$) and statistically significant, $\underline{F}(1,66)=6.30$, $\underline{p}<.015$. This measure was not administered to the Cohort II children.

Grade Placement. At the end of the one year follow-up school year, teachers decided whether to retain or promote children. HIPPY and comparison children were compared on this variable, regardless of whether they were in kindergarten or first grade. Chi-square analyses were conducted, which did not allow for statistical controls in the analyses of covariance. In neither cohort was there a statistically significant effect of HIPPY on placement decisions for the end of the school year.

Classroom Adaptation. In City A at the time of administration of the teacher rating scale, most children were beginning second grade. Two groups of children were in first grade: (1) later starters who had begun school a year later than their peers and (2) children who had begun school with their peers but had been retained. These children's first grade teacher ratings were used in these analyses. The distribution of scores for the teacher ratings on the Children's Classroom Adaptation Inventory was normal, allowing for the use of parametric statistics. Teacher's knowledge of children's group status was statistically controlled in the analyses.

In Cohort I HIPPY children were rated significantly better adapted to the classroom (final adjusted mean= 3.65) than the comparison children (final adjusted mean= 3.04). This group difference was educationally meaningful ($\underline{d}=.59$) and statistically significant, $\underline{F}(1,66)=5.74$, $\underline{p}<.019$. This finding was not replicated in Cohort II.[28]

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[27] The final adjusted means were 7.1 for the HIPPY children and 7.4 for the comparison children.

[28] The final adjusted means were 3.38 and 3.50 for the HIPPY and comparison groups respectively.

Discussion

In Cohort I, HIPPY children outperformed their counterparts in educationally meaningful ways. HIPPY parents reported having more literacy materials in their homes and were more likely to place their children into kindergarten and not hold them back a year. In kindergarten, HIPPY children attended school more regularly than their counterparts (although this finding did not hold up in the parametric analyses) and were more likely to be placed in a regular first grade classroom. In the first months of school in the fall following program completion, their teachers rated them as better adapted to the classroom. At the one year follow-up, the HIPPY children reported higher academic self-images and their teachers rated them as better adapted to the classroom. Findings were not, however, replicated for Cohort II, raising the possibility that there were differences between the cohorts.

To address this question regarding cohort affects, three types of analyses were conducted: (1) an analysis of differential rates of attrition (2) a comparison of those with and without posttest data, and (3) a comparison of the cohorts in amount of HIPPY received. Results of these cohort analyses (presented in Appendix C) indicated that the samples for each cohort were not drawn from different populations, ruling this out as an explanation for the different pattern of findings between the cohorts. Thus, we may be seeing naturally occurring variation in the effects of programs within communities. These findings do alert us, however, to the importance of replication in program evaluation research.

VI. CITY B: RESULTS AND DISCUSSION

All children, HIPPY and control, participated in the same prekindergarten program at the Early Childhood Center in this district at the same time that the HIPPY families were enrolled in the first year of HIPPY. Thus, testing the hypothesis in City B was an extremely stringent test of the effects of HIPPY because it asks if HIPPY has an effect on children's school success over and above the effects of a full-day, high quality preschool program. During the second year of the HIPPY program, all children were enrolled in kindergarten. In this city all children started kindergarten on time (i.e., there were no later starters) and few children were retained. Thus, there were fewer school performance variables evaluated.

The Sample

Sample Characteristics at Pretest

Table 5 presents a description of the City B sample by group and cohort[29]. As discussed in the implementation report (Baker & Piotrkowski, 1995), the school which housed HIPPY was a magnet program and drew families from the entire city, rather than only serving families in the local neighborhood. Consequently, the school and the HIPPY program served a broader range of families than did the HIPPY program in City A. A substantial proportion of the families in HIPPY in both cohorts had educations beyond high school. Despite this educational advantage, many families did not speak English as their primary language. Insofar as HIPPY serves immigrant families in other countries (e.g. the Netherlands), it can be considered an appropriate use of the program to serve these families as well.

Comparability of HIPPY and Control Families at Pretest

In City B, when this study was being conducted a lottery to participate in HIPPY was open to all families attending the preschool program. Families were randomly assigned to HIPPY or control groups from those families in the lottery pool. Thus, there were no significant differences at pretest between HIPPY and control families in either Cohort I or Cohort II.

Comparability of Cohorts at Pretest

As in City A, a significant difference between cohorts was in age of child (see Table 5). Cohort I were significantly older than Cohort II children because the HIPPY program started five months later for Cohort I and therefore, the pretest also occurred later. Additionally, Cohort I children scored significantly higher than Cohort II children on the Cooperative

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[29] Of the 193 families in City B for whom we had pre-test data, 11 HIPPY families were excluded because they received fewer than five activity packets (early drop-out group).

Table 5

City B

Sample Characteristics at Pretest

VARIABLES	COHORT I		COHORT II		SIG.
	HIPPY n = 37	COMP. n = 32	HIPPY n = 47	COMP. n = 66	
	%	%	%	%	
1. **ETHNICITY OF CHILD**:					
African-American	19	41	34	20	
Hispanic	38	22	30	29	
Other	14	16	17	25	
White	30	22	19	26	ns
2. **EDUCATION OF ADULT**:					
Less Than High School	35	28	28	18	
High School	24	44	32	34	
More Than High School	41	28	40	48	ns
3. **HOUSEHOLD COMPOSITION**:					
Single Adult Alone	32	25	26	20	
Single Adult With Extended Family	14	13	8	6	
Couple Alone	43	47	60	55	
Couple With Extended Family	11	16	6	18	ns
4. **PUBLIC ASSISTANCE AS PRIMARY INCOME**:					
Yes	38	28	34	20	
No	62	72	66	80	ns
5. **GENDER OF CHILD**:					
Girl	49	59	36	46	
Boy	51	41	64	54	ns
6. **PRE-K EXPERIENCE OF CHILD**:					
Yes	100	100	100	100	
No	0	0	0	0	ns
7. **AGE OF HIPPY CHILD (MTHS.)**	$\overline{x}$ (s.d)	$\overline{x}$ (s.d)	$\overline{x}$ (s.d.)	$\overline{x}$ (s.d.)	
AT FIRST TESTING:	58 (3.1)	59 (3.4)	54 (3.5)	54 (3.8)	*
8. **PRETEST SCORE ON CPI**:	43.7 (11.1)	40.5 (9.7)	34.4 (15.3)	36.7 (14.0)	**

* *Cohorts I and II are significantly different on age [T(179) = 8.21; $p \le .001$].*

** *Cohorts I and II are significantly different on CPI [T(173.95) = 3.47; $p \le .001$]*

Preschool Inventory at pretest. We believe this to be an artifact of the timing of data collection: At the time of the pretest, Cohort I children were significantly older and had received more high quality center-based preschool than Cohort II children.

Attrition from the Study

Table 6 presents the sample sizes for the HIPPY and comparison children in both cohorts. Not all families pretested were available for the posttesting sessions. Some families moved away, some could not be found, and a few refused to participate. Thus, it was necessary to determine if the HIPPY and control samples of families with data at posttest were comparable. A series of analyses were conducted which are summarized below. In Cohort I the HIPPY and control samples at the end of the program and at one year follow-up were comparable on all examined background characteristics except on the Cooperative Preschool Inventory (HIPPY children scored higher than the control group). In Cohort II there were no differences between the HIPPY and control group. (See Appendix D for a detailed presentation of these analyses).

Attrition from the Program

Not all families who began the HIPPY program completed all 60 activity packets. Thus, it was necessary to determine how much of the HIPPY program the families who were posttested had received. Means and medians of the number of the highest activity packet received were computed for the HIPPY families for each of the five posttest data collection sessions (home visits at end of program, school record data at end of program, teacher ratings at end of program, school record data at one year follow-up, and teacher ratings at one year follow-up).

For Cohort I the range of means was between 42 and 44 packets. That is, program records indicated that on average the Cohort I HIPPY families who were posttested received up to 42 or 44 activity packets. In Cohort II the means were somewhat -- but not significantly higher -- ranging between 45 and 46. Thus, on average in both cohorts, the families who were posttested completed the first year of the program but not the second. An examination of the medians revealed a slightly different story. In Cohort I the medians ranged from 53 to 56 in the five subsamples and 47 to 50 for Cohort II. The nonparametric analyses of group differences in medians were not statistically significant.

Outcome Analyses

All results of analyses comparing City B HIPPY and control children on outcomes are summarized in Table 7 (for Cohort I) and Table 8 (for Cohort II).

Table 6

City B

Sample Sizes at Test Periods

TEST PERIOD	COHORT I HIPPY	COHORT I COMP.	COHORT II HIPPY	COHORT II COMP.
AT PRETEST	37	32	47	66
END OF PROGRAM HOME VISITS	31	28	43	58
END OF PROGRAM SCHOOL RECORD DATA	29	27	41	56
END OF PROGRAM TEACHER RATING	25	24	42	55
ONE YEAR FOLLOW UP SCHOOL RECORD DATA	27	26	37	54
ONE YEAR FOLLOW UP TEACHER RATINGS	29	28	40	55

Table 7
City B
Overview of Effects
Cohort I

VARIABLES	TEST	P	D	FAVORING
Home Environment at End of Program				
No Types Literacy Materials	X^2	.90	.03	
No. Play Materials	F	.31	.30	
Parental Expectations: Attainment	X^2	.60	.14	
Parental Expectations: Performance	X^2	.009	.72	HIPPY
School Performance at End of Program				
Cooperative Preschool Inventory	F	.06	.56	HIPPY
Attendance	Z	.71	.10	
Attendance	F	.62	.15	
Standardized Reading	F	.39	.28	
Standardized Math	F	.29	.34	
Classroom Adaptation	F	.03	.76	HIPPY
School Performance at One Year Follow-Up				
Attendance	Z	.94	.02	
Attendance	F	.57	.19	
Standardized Reading	F	.05	.69	HIPPY
Standardized Math	F	.33	.34	
Grades	F	.19	.45	
Academic self-Image	F	.33	.31	
Classroom Adaptation	F	.02	.73	HIPPY

Table 8
City B
Overview of Effects
Cohort II

VARIABLES	TEST	P	D	FAVORING
Home Environment at End of Program				
No Types Literacy Materials	X^2	.64	.09	
No. Play Materials	F	.33	.21	
Parental Expectations: Attainment	X^2	.10	.34	HIPPY
Parental Expectations: Performance	X^2	.57	.11	
School Performance at End of Program				
Cooperative Preschool Inventory	F	.33	.21	
Attendance	Z	.68	.08	
Attendance	F	.75	.07	
Standardized Reading	F	.72	.09	
Standardized Math	F	.39	.21	
Classroom Adaptation	F	.36	.20	
School Performance at One Year Follow-Up				
Attendance	Z	.91	.02	
Attendance	F	.87	.04	
Standardized Reading	F	.85	.04	
Standardized Math	F	.68	.10	
Grades	F	.17	.33	
Classroom Adaptation	F	.60	.12	

Home Educational Environment at the End of the Program

Number of Types of Literacy Materials in the Home. In neither cohort were there statistically significant or educationally meaningful group differences in the number of different types of literacy materials in the home.

Number of Play Materials in the Home. This variable was normally distributed and was, therefore, submitted to parametric tests. In neither cohort was there a statistically significant or educationally meaningful group difference on this variable.[30]

Parental Expectations for Child's Educational Attainment. In Cohort I results revealed no significant difference between HIPPY and control parents. However, in Cohort II HIPPY parents reported significantly higher expectations for their child's educational attainment, $X^2(99)=2.71$, $p<.10$, ($d=.34$).

Parental Expectations for Child's Educational Performance. In Cohort I a chi-square analysis revealed that HIPPY parents had significantly higher expectations for their children's educational performance than comparison parents, $X^2(58)=6.95$, $p<.009$, ($d=.72$). This finding was not replicated in Cohort II.

School Performance at the End of the Program

Cooperative Preschool Inventory. In Cohort I HIPPY children scored significantly higher (final adjusted mean= 52.12) than the control children (final adjusted mean=49.36), $F(1,46)=3.65$, $p<.06$. This difference was educationally meaningful ($d=.56$). This finding was not replicated in Cohort II.[31]

Attendance. Attendance was not normally distributed in this sample; thus, both parametric and nonparametric analyses were conducted. In neither cohort were there statistically significant or educationally meaningful group differences on this variable.[32]

Standardized Achievement. HIPPY and control children were compared on the quantitative and prereading composites of the Metropolitan Readiness Test. These variables were normally distributed, allowing for the use of parametric statistics. In neither cohort were there statistically significant or educationally meaningful effects for either variable.[33]

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[30] The final adjusted means in Cohort I were 9.39 for HIPPY parents and 8.75 for parents of control children. In Cohort II the final adjusted means were 8.92 and 8.55 for HIPPY and control parents respectively.

[31] The final adjusted means were 53.96 and 53.03 for HIPPY and comparison children respectively.

[32] Medians were 92% for both HIPPY and comparison in Cohort I and 88% and 90% for HIPPY and control children in Cohort II respectively.

Classroom Adaptation. Children's adaptation to the classroom was assessed in City B with the CCAI measure administered in the fall when children were in first grade (there were no later starters in City B).

In Cohort I the HIPPY children were rated by their teachers as better adapted to the classroom (final adjusted mean=3.69) than the control children (final adjusted mean=2.71), an effect which was statistically significant, $F(1,37)=5.32$, $p<.027$, and educationally meaningful ($d=.76$). There were no significant group differences in Cohort II.[34]

School Performance at One Year Follow-Up

Attendance. Because attendance was not normally distributed, nonparametric tests of group differences were first conducted and medians are reported. In neither cohort were there statistically significant or educationally meaningful group differences on the attendance variable.[35]

Standardized Achievement. Control and HIPPY children were compared on the normal curve equivalent scores of the math and reading scales of the Metropolitan Achievement Test. Both of these variables were normally distributed, allowing for parametric analyses.

In Cohort I the HIPPY children scored statistically significantly higher on reading (final adjusted mean=53.69) than the control children (final adjusted mean= 38.64), $F(1,35)=4.14$, $p<.05$, a difference which was educationally meaningful ($d=.69$). There was no significant difference between HIPPY and control children on math scores, $F(1,35)=.99$, $p<.33$. The final adjusted mean for the HIPPY group was 55.25 and 49.02 for the control group. However, this difference approached being educationally meaningful ($d=.34$). These effects were not replicated in Cohort II.[36]

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[33] In Cohort I the final adjusted means were 47.58 and 41.59 for HIPPY and control children on the prereading subtest, 52 and 43.66 for HIPPY and control on the math subtest. In cohort II the final adjusted means were 44.16 and 45.70 for HIPPY and control children on prereading and 46.79 and 51.30 for HIPPY and control children on math.

[34] The final adjusted means were 3.24 for HIPPY children and 3.39 for the control group.

[35] The median number of days attended in Cohort I were 93% for the HIPPY children and 94% for the control group. In Cohort II the medians were 93.5% for the HIPPY children and 93% for the control children.

[36] The means in reading in Cohort II were 52.14 and 51.12 for HIPPY and control children respectively. Math means were 56.41 and 58.41 for the HIPPY and control children respectively.

Grades. HIPPY and control children were compared on their teacher's rating of their achievement. Teachers rated the children at the end of the year on their "total achievement" in a letter grade format which was converted to a twelve point scale.

In Cohort I the analysis of covariance revealed a difference between the HIPPY and control children which was not statistically significant but was educationally meaningful ($\underline{d}=.45$). HIPPY children were rated by their teachers an average of 7.9 on a twelve point scale whereas the adjusted mean of the control children was only 7.0. This finding was not replicated in Cohort II[37].

Academic Self-Image. In Cohort I there were no differences between the self ratings of HIPPY and control children on this variable.[38]

Classroom Adaptation. Children's adaptation to the classroom was assessed in City B with the CCAI measure administered in the fall when children were in second grade. For Cohort I there were differences in teacher ratings that favored the Cohort I HIPPY children. The HIPPY children were rated by their teachers as better adapted to the classroom (final adjusted mean=3.62) than the control children (final adjusted mean=2.81), an effect which was statistically significant, $\underline{F}(1,44)=5.93$, $\underline{p}<.019$, and educationally meaningful ($\underline{d}=.73$). This finding was not replicated in Cohort II.[39]

Discussion

The pattern of these findings is similar to those in City A. In Cohort I, HIPPY parents reported higher expectations for their child's school performance and the HIPPY children outperformed their counterparts in educationally meaningful ways. HIPPY children scored higher on the test of cognitive skills at the end of the program and were rated by their teachers as more motivated, more ready to learn and more adapted to the classroom than control children. HIPPY children performed significantly better on standardized testing one year after the end of the program and were rated as better adapted to the classroom at the beginning of second grade. Findings were not replicated in Cohort II.

To address this question regarding cohort affects, three types of analyses were conducted: (1) an analysis of differential rates of attrition (2) a comparison of those with and without posttest data, and (3) a comparison of the cohorts in amount of HIPPY received. (See Appendix D for a detailed presentation of these analyses).

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[37] In Cohort II the means were 7.6 and 8.3 for the HIPPY and control children respectively.

[38] The final adjusted means were 4.0 and 4.2 for the HIPPY and control children.

[39] The final adjusted means in Cohort II were 3.5 and 3.4 for the HIPPY and control groups respectively.

Taken together, the cohort analyses indicate that the samples for each cohort were not drawn from different populations, ruling this out as an explanation for the different pattern of findings between the cohorts. Thus, we may be seeing naturally occurring variation in the effects of programs within communities. These findings do alert us, however, to the importance of replication.

VIII. CONCLUSIONS

While the HIPPY program is firmly embedded in the tradition of early educationally oriented intervention programs, we are not aware of any published evaluations of analogous home-based interventions -- that is, programs using scripted curricular materials to help parents of four- and five- year-olds promote their children's school readiness and school success. While the findings of the Consortium for Longitudinal Studies (1983) are encouraging for our confidence in the ability of interventions to improve the life chances for poor children, they are not an appropriate basis of comparison for this evaluation of the HIPPY program. Much of the existing literature pertains to center-based programs (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984); home based programs with non-educational goals such as health related outcomes (e.g., Olds & Kitzman, 1993); or programs which target non disadvantaged populations such as the Parents as Teachers program (Pfannenstiel, Lambson, & Yarnell, 1991).

Support for our hypothesis that HIPPY children and parents will engage in more behaviors associated with children's school success was mixed. The positive results for Cohort I were impressive both in their consistency and in their effect size. As they began their elementary school careers, HIPPY children in both City A and City B outperformed their peers on objective measures of school performance and on ratings by teachers of their motivation and adaptation to the classroom. The HIPPY children attended school more, scored higher on standardized achievement, and were perceived by their teachers as better students. Thus, for this cohort at least, participation in the HIPPY program was positively associated with school outcomes as hypothesized.

These significant findings are consistent with the hypothesis that participation in the HIPPY program can improve children's performance and competence. Home visits delivered to parents once a week over the course of the program had a positive impact on the attendance, achievement, and motivation of the children. These results are especially encouraging because they were obtained in two different community contexts and because the children in City B were simultaneously participating in a high quality enriched early childhood center-based program. They demonstrate the potential of the HIPPY program to be effective and suggests that the HIPPY program warrants additional attention as a promising program for families with young children. Cohort I findings, however, were not replicated in Cohort II. In neither city did the attrition analyses reveal a compelling explanation for a failure to replicate the results. Further research on HIPPY is clearly called for in order to account for this puzzling discrepancy.

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■ APPENDIX A ■

BEST COPY AVAILABLE

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

HIPPY USA

HIPPY START-UP MANUAL

Includes:

- *Basic Considerations*
- *Sample Curriculum*
- *Budget Considerations*
- *Application*

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

HIPPY USA

HIPPY was initiated and developed at the NCJW Research Institute for Innovation in Education at the School of Education, Hebrew University of Jerusalem.

HIPPY USA
11/92

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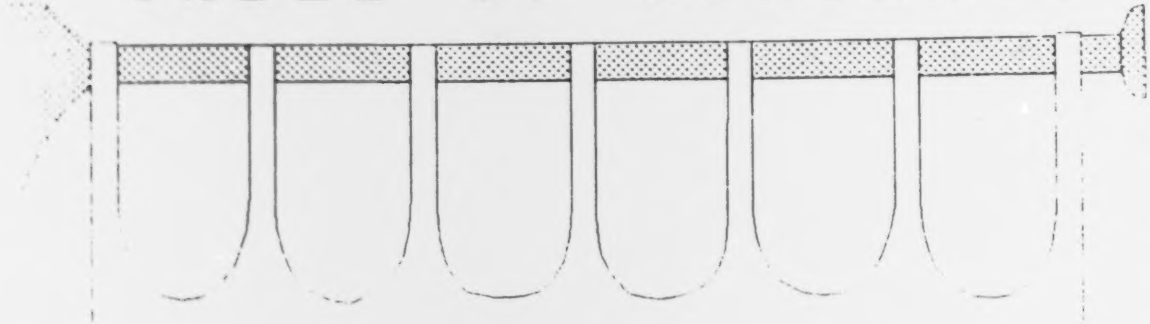

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► *Application* *Attached* ◄

Implementation of the Home Instruction Program for Preschool Youngsters (HIPPY) is a process involving extensive community coordination to meet local needs and intensive communication with the National HIPPY Center (HIPPY USA) to meet national programmatic guidelines and requirements. A well-functioning HIPPY program is developed through strong grass roots community relations. Furthermore, it has been our experience that initial stages of program development are most successful when coupled with on-going dialogue with HIPPY USA. For this reason, a set of guidelines have been developed to guide local communities through the process of starting a local HIPPY program.

A local community's initial contact with the HIPPY USA office can be made by a school superintendent, a concerned parent, a volunteer community member, a local business person, a classroom teacher, or any other person who feels that HIPPY may be beneficial. This "initial contact person" is typically the one who gets the preliminary process moving. It is important to remember that this is a **process** which will greatly influence the **product**. Starting a HIPPY program entails more than simply requesting material. This brief document should help you understand the process more clearly.

The following is an overview of the necessary steps toward local implementation of the Home Instruction Program for Preschool Youngsters. Of course, the order of the various steps in the process may vary from community to community.

STEP #1 EXAMINE NEEDS

In examining the needs, the following questions should be addressed:

Has it been determined that HIPPY could serve a need in this community?
If so, how?
Who are the families that would be involved?
What other family support services are available to these families?
How might HIPPY fit into the array of other services?

Completing a basic needs assessment of the community is an important process. Often factors previously overlooked or assumptions made can be challenged and re-examined as a result. A guideline for a community needs assessment can be found on page 10. A completed needs assessment is one part of the application process.

STEP #2 REVIEW PROGRAM REQUIREMENTS

While each local HIPPY program varies somewhat from the national programmatic guidelines, there are several core components to the HIPPY program. These need to be carefully considered as the decision making process develops, as there is little room for variation here.

Program Size

The first year of a new HIPPY program typically serves 50 - 60 families in one geographic area - that is, in one community. However, there are some variations to this. In very small, rural communities clusters of about 10 families may come from several different communities and still be a part of one program. Programs in magnet schools may use the "school community" rather than the geographic community. However defined, HIPPY should always be considered part of a specific community.

Program Duration

HIPPY in the United States is a two-year program, for parents with children ages four and five. In each of the two years there are thirty weeks of activities which are scheduled to coincide roughly with the school year. One of the major reasons for choosing ages four and five is to stress the importance of the parental role in a child's transition from preschool to kindergarten. Families may not begin the program in the second year since the second year program builds on the first year curriculum.

Program Coordinator

Each new program should have one full-time professional coordinator. Specific professional backgrounds may vary and currently include: early childhood specialist, social worker, community worker, elementary school teacher, and adult educator. [See job description on page 8]

The coordinator is required to successfully complete the pre-service HIPPY training before starting a new program. The pre-service HIPPY training is 5 days in duration. It covers thoroughly, all aspects of running a HIPPY program. Specifically, coordinators are trained to use the materials, conduct paraprofessional trainings, recruit families effectively, and most importantly, they gain a complete understanding of the HIPPY philosophy and method. Having a trained coordinator is not only a requirement for starting a HIPPY program but, is also the key to a successful program.

Paraprofessionals

Paraprofessionals, also parents from the community being served, are trained to visit the homes every other week bringing the activity packet for the parent for that week. Paraprofessionals are crucial to the design of HIPPY. Their appreciation for and knowledge of their unique communities allow them to develop trust with the families and to present the curriculum in a culturally relevant and appropriate manner.

Paraprofessionals must be recruited from the community and should themselves be eligible for the HIPPY program. An equal opportunity procedure for reviewing applications should be established.
[See job description on page 9]

Group Meetings

Home visits are made on alternate weeks by each paraprofessional to his/her participating families. On the other week, the parents meet with the paraprofessionals and the coordinator in small groups. Group meetings always include the role playing of that week's activities and an enrichment activity specifically designed for the parents in the group. These enrichment activities range from requesting help with child-rearing concerns, through learning how to make toys and games, to getting information about community programs in adult education and job training.

A convenient place needs to be available for the group meetings in each community. Also, the place chosen needs to be one in which the parents feel welcome and comfortable.

Method of Instruction

The HIPPY activities are role played between the paraprofessional and the parent. This method of instruction promotes a comfortable, non-threatening learning environment in which there is always room for mistakes. The parent does the activities with his or her child once the paraprofessional is gone. No one supervises or observes the parent working with his or her child. The use of role playing allows the paraprofessional to tell whether or not the parent understands the activity. In addition, role playing promotes empathy for the child who will be doing these same activities during that week.

Management Information System

The HIPPY Management Information System (MIS) is a computer program that records information about the families involved in the program and tracks their progress. The coordinator and paraprofessionals are responsible for filling out the report fonns and inputing the information into the computer. This information is used to measure and evaluate program participation, both on the local and national level. The HIPPY MIS also provides a source of documentation when applying for funds as well as for research efforts. It is the responsibility of each HIPPY program to keep the MIS up-to-date.

Advisory Group

Every new program should have an advisory group established to guide its growth and development. Some of the responsibilities of an advisory group include: promoting HIPPY within the community; assisting in obtaining funding; assisting the coordinator with various program needs (ie. planning special events) etc.. The composition of this group is discussed in Step #3.

Program Costs

The Budget Considerations section of this manual will help guide you through the process of creating a budget. The major budgetary item is salaries for the coordinator and the paraprofessionals. Other costs include: curriculum materials*, training and technical assistance fees, and travel to training sessions.

*Note - Curriculum materials can only be purchased once a formal operating agreement has been signed with HIPPY USA.

STEP #3 CONVENE PRELIMINARY MEETING

This meeting should include all appropriate people from the community for (1) a presentation on HIPPY followed by (2) a general discussion focused on community needs and the appropriateness of the HIPPY model. Groups to consider for invitations to such a meeting include:

Representatives from target community
Community agency representatives
Volunteer organizations (National Council of Jewish Women, Junior League, etc.)
School personnel: (early childhood educators, principals, superintendents, community liaisons, parent involvement coordinators, dropout prevention coordinators, etc.)
Local Head Start staff
Local government officials
Potential funding sources: (Private foundations, local businesses, State Department of Education, local government, school districts, job training organizations, federal government resources ie. Chapter 1 and Evenstart etc.)

An agency that already has such a group formed might consider bringing the HIPPY program to an already existing forum rather than creating a new one.

STEP #4 ASSESS FEASIBILITY

When appropriate - that is, when one or more agencies are definitely interested in sponsoring a HIPPY program - assess the feasibility of local implementation. To do so, the following questions should be considered. [See page 10.]

Does the community want the program?
Can the program requirements be met?
Is there potential funding available?
Is there general support from the educational community?

STEP #5 SUBMIT APPLICATION

Any community interested in starting a local HIPPY program must submit an application to HIPPY USA. It is important for the national office to understand the community and the population that the HIPPY program would be serving. It is also imperative that the national office be assured of the need in the community and that there is secure funding for more than a year.

An application form is enclosed with this manual.

STEP #6 SELECT COORDINATOR TO PARTICIPATE IN HIPPY TRAINING

If the application is approved by HIPPY USA, then you are ready to begin with the specifics of putting a program in place. The first step is selecting a coordinator for the program. The person sent to the National HIPPY Preservice Training Workshop must be the person who will actually be coordinating the program. It is not acceptable to send one person to the training who in turn transfers the materials (but not the experience) to the coordinator. Specific details about the program (how to role play, group meetings, recruitment, the Management Information System, etc.) will be presented at the National HIPPY Preservice Training Workshop.

STEP #7 SECURE FUNDING

Before continuing with the procedures of recruitment and program preparation, it is advisable to be assured that the funding is in place. Of course, this is not always possible but it is important not to offer parents a program which may not be available. In such cases, it may even be better to wait another year until the funding is guaranteed.

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STEP #9 SIGN CONTRACT

Every local community that plans to implement the HIPPY model is required to sign a formal operating agreement (contract) with HIPPY USA. This agreement spells out the conditions under which the HIPPY name and HIPPY materials can be used and provides the local community with the exclusive right to implement HIPPY in the "program community" as defined in the contract.

SAMPLE TIMETABLE OF EVENTS

This timetable should be used as a guide ONLY. The dates that must be adhered to are underlined.

November	Request information about HIPPY
December	Examine community needs Review program requirements Form advisory group
January	Assess feasibility
February	Examine funding possibilities
April	Submit Application
May 1	Application deadline (this is the final day applications are accepted)
July	Coordinator's Preservice Training Workshop (specific dates to be announced)

SUPPORT AVAILABLE FROM HIPPY USA

The national HIPPY USA office will provide support to local communities wishing to move ahead with the implementation process.

- HIPPY USA will send you comprehensive information (ie. a ten piece information packet, a video, magazine and newspaper articles and letters etc.) which can be used at meetings or to give out to local interested parties.
- Whenever possible HIPPY USA will try to arrange for a guest speaker. (Travel costs covered by local community.)
- As a result of the national network, HIPPY USA can put you in touch with other HIPPY programs around the country. A *directory* of programs and coordinators is available.
- HIPPY USA can also let you know which other agencies or individuals in your city or community have already requested information about HIPPY.
- Our Community Outreach Coordinator, Kathryn Greenberg, is always available to answer questions and to provide you with more information as needed.

For more information or further consultation, contact:
HIPPY USA
National Council of Jewish Women
53 West 23rd Street
New York, New York 10010
(212) 645-4048

THE HIPPY COORDINATOR

GENERAL INFORMATION

Every local HIPPY program is coordinated and supervised by a trained professional. Coordinators' areas of expertise include early childhood education, elementary education, parent/adult education, social work, community development, family literacy and family support.

The HIPPY coordinator has primary responsibility for all aspects of program implementation and management.

REQUIREMENTS

A HIPPY Coordinator is expected to:

1. Have an advanced college degree in a related field.
2. Have some prior experience coordinating school - or community-based projects.
3. Have commitment and sensitivity to working with lower income communities.
4. Show strong leadership potential.
5. Show strong verbal and writing skills.
6. Be comfortable in the community.
7. Be comfortable working with paraprofessionals and visiting homes in the community.
8. Be able to promote inter-agency liaisons in support of the program
9. Work in collaboration with a local advisory group.

JOB DESCRIPTION

After taking part in the pre-service HIPPY workshop, the coordinator recruits families and paraprofessionals for the program. S/he meets with and trains the paraprofessionals every week and conducts group meetings with the participating parents every other week. Occasional home visits are made and on-going in-service training for the paraprofessionals is provided.

The coordinator keeps accurate records by using the Management Information System (MIS). The coordinator is responsible for making sure the HIPPY MIS files are kept up to date and for producing local and national reports. Through participation in all national and (appropriate) regional HIPPY meetings, and through regular and consistent communication with HIPPY USA, each coordinator becomes a part of the national network.

THE HIPPY PARAPROFESSIONAL

GENERAL INFORMATION

The implementation of the HIPPY model is centered around the recruitment, training and professional development of the parents from the immediate community. These paraprofessionals provide the home instruction and are the key to the success of HIPPY.

Paraprofessionals are chosen by the local coordinator from among the parents who are going to participate in the program. While requirements for such a person will vary from place to place, the following can be used as recommended guidelines for hiring HIPPY paraprofessionals.

REQUIREMENTS:

A paraprofessional is expected to:

1. Be a parent in the program.
2. Be a well-functioning parent, showing maturity and understanding of her environment.
3. Identify with the local population.
4. Show potential leadership.
5. Have good oral expression.
6. Have appropriate reading skills.
7. Have good writing ability.
8. Be able to work comfortably with parents in their homes.

JOB DESCRIPTION

A paraprofessional meets with each parent in the home once every two weeks. On alternate weeks s/he meets with all of her parents in group settings.

At each home visit the paraprofessional:

1. Reviews the activity packets from the previous week.
2. Instructs the parent in the up-coming week's material.
3. Discusses any problems which arose with the parent while working with the child and passes on these concerns to the coordinator for further discussions.

The paraprofessional meets weekly with the coordinator and reports on each family's progress. At this time the week's materials are also presented and discussed.

The paraprofessional records all home visits and group meetings. This information is recorded on the HIPPY Management Information System (MIS).

COMMUNITY NEEDS ASSESSMENT

The process of doing a needs assessment will provide important information for the development of the HIPPY program. While this is not a rigorous study requiring intensive interviewing and data analysis, it is very likely that in order to answer some of these questions other agencies or community representatives will need to be contacted.

A needs assessment can be one of the tasks of the local advisory group with different individuals taking responsibility for select parts.

This report will be submitted as part of the application packet.

I. DESCRIPTION OF THE COMMUNITY

General Description

location (a map)
brief history
general demographic trends
different ethnic groups
population size

Community Characteristics

central institutions (church, YMCA, community agency, school)
current educational/political trends or events
strengths of the community

Specific Description

average income level
% of children repeating kindergarten or entering transitional classes
% of children in special education classes
high school dropout rates

II. OTHER AVAILABLE PROGRAMS/SERVICES

The following questions should be addressed:

What other programs exist?
What do representatives from these other programs have to say about HIPPY?
    In what ways does it complement other programs?
    In what ways does it compete with other programs?
Which available programs or services reach most families in need?
How could HIPPY work with such other programs?

III. GENERAL STATEMENT OF NEED

Based on the information gathered above, please write a brief summary describing the need for HIPPY in your community. This statement and this assessment will be used as one of the several criteria to determine which programs can be approved for operation.

HIPPY

CURRICULUM

RATIONALE
OVERVIEW
SAMPLE MATERIALS

THE RATIONALE

HIPPY IS DESIGNED TO EMPOWER PARENTS.

All parents want the best for their children. Hippy builds upon this fact. The HIPPY model creates opportunities for positive, educational interactions between parents and their four- and five- year olds. Parents take active roles as their children's primary educators.

HIPPY is particularly well suited to the needs of parents who have serious doubts about their own ability to teach their children. These doubts are often a result of the parent's own negative school experiences. Children of these parents are among the growing pool of those at-risk of school failure.

HIPPY FOCUSES SPECIFICALLY ON SCHOOL-READINESS SKILLS & CONCEPTS.

Early elementary school curricula assume, but do not always teach, certain basic skills and knowledge. The HIPPY curriculum guides parents in creating opportunities for their children to learn the basic skills and knowledge necessary for early school success.

The **HIPPY materials** for two years consist of: 18 storybooks; 60 activity packets for the parents; weekly instructions for the paraprofessionals; and a set of 16 plastic shapes.

HIPPY RELIES ON PARAPROFESSIONAL AND PROFESSIONAL EDUCATORS.

Paraprofessionals, selected from the initial pool of parents interested in the program, take primary responsibility for program delivery. They bring to the program their intimate knowledge of and immediate access to the specific community being served. With training and supervision from the professional coordinator, HIPPY paraprofessionals become effective grass-roots educators and educational outreach workers.

A full time professional coordinator provides the leadership for each HIPPY project. The professional backgrounds of effective HIPPY coordinators are diverse: early childhood education, community education, family education and dropout prevention. However, all share a common belief that parents are primary educators of their children and all have a strong commitment to enhancing the role that parents play in supporting their children's learning and development.

HIPPY IS IMPLEMENTED THROUGH WEEKLY CONTACTS WITH FAMILIES.

Every other week a paraprofessional visits the home. On alternate weeks the parents meet together with the paraprofessionals and the coordinator in supportive group settings.

WEEKLY HOME ACTIVITY PACKETS PROVIDE A SPRINGBOARD FOR BROADER EDUCATIONAL ENRICHMENT.

The weekly activity packets are, in effect, *lesson plans* designed for parents with little confidence in their ability to teach. The instructions outline parent-child activities step-by-step. By guaranteeing success and offering immediate gratification for teaching efforts, this structured approach gives parents the confidence to take on increasing responsibi.ity in their roles as educators.

The structure of the materials is for the parent, not the child. Many activities are open-ended, leaving room for creativity and joint exploration. And all of the activities lend themselves to broad generalization in children's play and everyday family life.

HIPPY IS "TAUGHT" BY ROLE PLAYING.

The HIPPY activities are role played between the paraprofessional and the parent. This method of instruction promotes a comfortable, non-threatening learning environment in which there is always room for mistakes. The parent does the activities with his or her child once the paraprofessional is gone. No one supervises or observes the parent working with his or her child.

When parents play the role of child, the paraprofessional can tell whether or not the parent understands the activity. In addition, role playing promotes empathy for the child who will be doing these same activities during that week.

AN OVERVIEW OF SKILL AREAS AND ACTIVITIES

BASIC SKILL AREAS	ACTIVITIES
Tactile Discrimination	Using materials and objects of various textures, shapes and sizes to: Touch Identify Describe Compare
Visual Discrimination	Using objects and pictures which vary by size, color, shape, direction and number to: Identify Describe Compare
Auditory Discrimination	Using different sounds to: Listen Identify Describe Compare Imitate
Conceptual Discrimination	Using spatial concepts (up/down, next to, between, on/under, in front/behind) to: Describe Compare Identify Imitate Follow directions Give directions
Language Development and Verbal Expression	Listening to stories Identifying pictures Asking and answering questions

Language Development and Verbal Expression (cont'd)	Completing sentences Describing Sentences Describing imaginary situations Completing a story Telling a story Imitating parts of a story Reading pictures and symbols Expanding ideas
Eye-hand Coordination	Drawing lines over a pattern Copying lines and angle designs Drawing within a given path Copying letters and numbers
Pre-math Concepts	Discrimination by size Counting 0-10 Identifying specific quantities Identifying relative quantities (more/less) Matching same quantities Matching numbers to quantities Ordering quantities Recognizing numerals Writing numerals
Logical Thinking	Using given pictures to: Analyze Organize Classify Complete information Sorting objects Sorting pictures Eliminating unnecessary information Ordering information Recalling information
Self-concept	Describing oneself Describing one's family Expressing likes and dislikes Teaching newly learned skills
Creativity	Drawing freely Completing pictures Telling stories Completing stories Acting out parts of stories

SAMPLE MATERIALS

ACTIVITIES BASED ON THE STORYBOOKS

Example: Age 4, Week 2

Every week several activities relate directly to one of the 18 storybooks that the parent reads to the child. These then become the foundations for games and other activities in the following weeks.

Note that in every activity:

Instructions to the parent are written in parentheses ( ).

Parents read aloud the instructions in capital letters.

Childrens potential responses follow a small dash.

In this activity from Sounds I Hear:

The child is reviewing a book s/he already has heard.

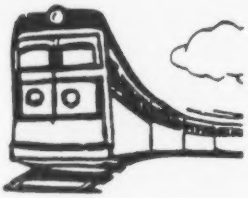
The parent and child are pretending to be on a train.

The parent is presenting the child with one way of categorizing information -"things we ride in."

The child is coloring pictures from the story that will be used in a sound lotto game a few weeks later.

1. (Point to the train on pages 14 and 15.)

WHAT SOUND DOES THE TRAIN MAKE?
- choo choo...toooot...clack clack...
(Read the text on pages 12, 13, 14, 15.)



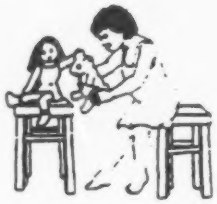
2. LET'S PRETEND WE ARE ON A TRAIN.

LET'S TAKE SOME CHAIRS
AND PUT THEM IN A ROW.
(Place several chairs in a row,
one behind the other.)

NOW LET'S FILL THE TRAIN WITH PASSENGERS.
(Place dolls and stuffed animals on the chairs.
Brothers, sisters and other family members can
also take seats.)

YOU'LL BE THE WHISTLE...
AND I'LL MAKE THE CLICK CLACK OF THE WHEELS.

ALL ABOARD! LET'S GO!



3. (Take out Activity Sheet (3), crayons and scissors.)

HERE ARE TWO THINGS WE RIDE IN.

WHAT ARE THEY?
- a car and a train.

NOW YOU CAN COLOR THEM IN.

CUT THEM OUT AND PUT THEM IN THE ENVELOPE

WITH THE PICTURES OF THE SHEEP AND THE DOG.

"HIPPY" — Age 4 (1991)

Please note that while the instructions to the parent are structured step-by-step, the activities which the parent and child do together are open-ended. HIPPY is based on the premise that this type of structure is necessary as a first step for those parents who do not readily seize learning opportunities as they arise in everyday life. Over time it is expected that the parents will begin to expand on the existing structure and rely less heavily on the written plan.

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ORTING ACTIVITIES

ample: Age 4, Week 12

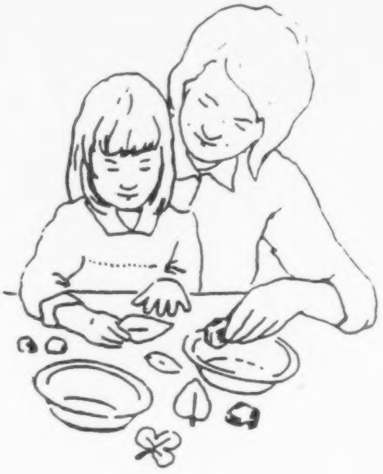
rough sorting tasks, children begin to learn how to classify objects. They note similarities and differences objects. They are exercising their logical thinking abilities to put various objects (and later on pictures) into ups of different categories. These sorting activities are also used to show parents how items found in and und the house can be used for educational purposes. Similar sorting activities include socks of different es and colors; forks, spoons and knives; and various collections of pots and pans.

---

1. (Materials: (2 empty bowls or plates, a bag, 10(or more)
stones (large and small), 10(or more) leaves (large and small).

It is important that the stones and leaves be of two distinct sizes: small and large. It can be a pleasant additional activity to go outside with your child and collect the stones and leaves together. (Place them in a large box or in a large bag.)

2. (Sit next to the table with the child.
Place all the materials on the table.)



WHAT ARE THESE?
- leaves, stones.

PUT ALL THE LEAVES IN ONE BOWL.

(When the child finishes.)

WHAT ARE THESE?
- leaves.

NOW PUT ALL THE STONES IN THE OTHER BOWL.

(When the child finishes.)

WHAT ARE THESE?
- stones.

. (Spread all the *stones* on the table.)

SORT THE STONES INTO TWO GROUPS.
PUT ALL THE SMALL STONES TOGETHER AND ALL THE LARGE STONES TOGETHER.
SHOW ME THE BIG STONES.
SHOW ME THE SMALL STONES.
PUT ALL THE STONES BACK IN THE BOWL.

. (Spread all the *leaves* on the table.)

SORT THE LEAVES INTO TWO GROUPS AS YOU LIKE.
IN EACH GROUP PUT THE LEAVES WHICH ARE THE SAME.

(Point to each group.)

WHY ARE THESE TOGETHER?

(The child may have divided them by color, size or shape of the leaves.)

PUT ALL THE LEAVES TOGETHER IN THE BOWL.

"HIPPY" — Age 4 (1991)

- The first task for the parent and child is to collect the necessary items.
- The child then sorts by item, differentiating stones from leaves.
- Next the child is told how to sort the stones - big and small.
- Sorting the leaves is the child's choice. S/he can sort them any way s/he chooses.

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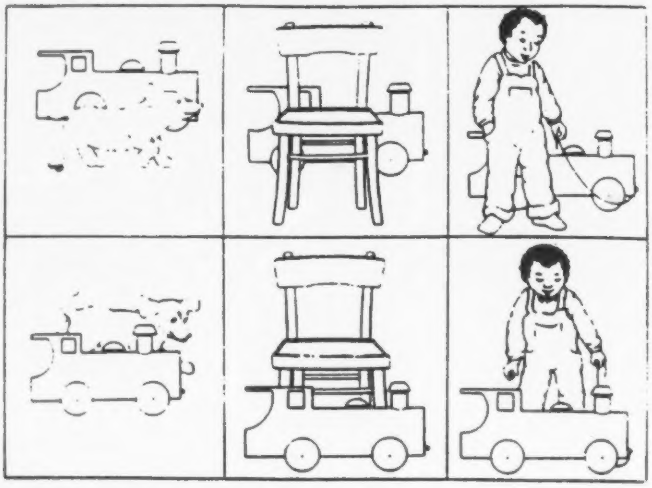
MATRIX ACTIVITIES

Example: Age 5, Week 7

Activities using matrices help to develop a child's logical thinking ability. Some commonality exists in all the pictures in any given row or in any given column. As these activities become more complex the child is required to use more contextual cues. In addition, being able to focus on more than one attribute within a picture can, at first, be very challenging. Through the gradual development of these skills, children are able to complete fairly complex matrices by the end of the second year.



1. (Take out the colored shapes and say):

   TAKE TWO SQUARES. PUT THEM ON PICTURES OF DOGS.

2. TAKE TWO CIRCLES. PUT THEM ON THE PICTURES WITH CHAIRS.

3. TAKE TWO TRIANGLES. PUT THEM ON PICTURES WITH BOYS.

4. (Take the shapes off the matrix.)

5. IN EVERY PICTURE THERE IS A TRAIN. TAKE THREE RED SHAPES.

   PUT THEM ON THE PICTURES WHERE THE TRAIN IS BEHIND SOMETHING OR SOMEONE.

6. NOW TAKE THREE *BLUE* SHAPES.

   PUT THEM ON THE PICTURES WHERE THE TRAIN IS IN FRONT OF SOMETHING OR SOMEONE.

"HIPPY" — Age 5 (1991)

- 16 transparent plastic shapes (green, blue, red and yellow; squares, triangles, circles and stars) are an integral component of the HIPPY curriculum.
- Here the shapes are used to help the child distinguish between pictures in which the train is behind and pictures in which the train is in front.
- By using the same colors to cover each row, the child can begin to see the commonality of the items in that row.
- By using the same shapes to cover each column, the child begins to recognize the commonality of that column.

[NOTE: Earlier matrices use only these shapes on a grid. For example, all green shapes in a given column with all circles in a given row, etc.]

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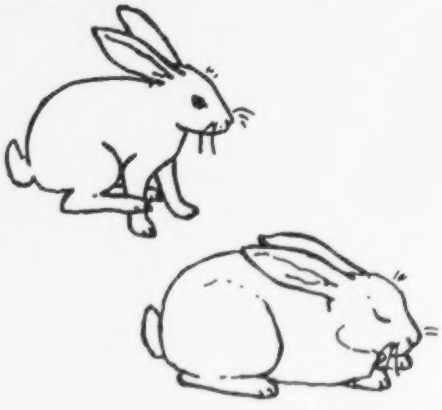
LOTTO GAMES

Example: Age 5, Week 2



1. (Give the child *Lotto Board (2)* and take *Lotto Board (1)* for yourself.)

   I SEE A RABBIT ON MY BOARD. ITS EARS ARE UP.

   IS THERE A RABBIT ON YOUR BOARD?
   - yes

   ARE ITS EARS UP OR DOWN?
   - down

2. **I SEE A BOY ON MY BOARD. HIS HANDS ARE DOWN.**

   IS THERE A BOY ON YOUR BOARD?
   - yes

   ARE HIS HANDS UP OR DOWN?
   - up

3. (Continue and say):

   MY BIRD HAS ITS WINGS DOWN.

   MY GIRAFFE HAS ITS NECK UP.

   MY CAT HAS ITS TAIL DOWN.

   MY TEDDY BEAR HAS ITS ARMS UP.

4. (Cut out the pictures below each lotto board.
   Spread the cards on the table between you, face down.)

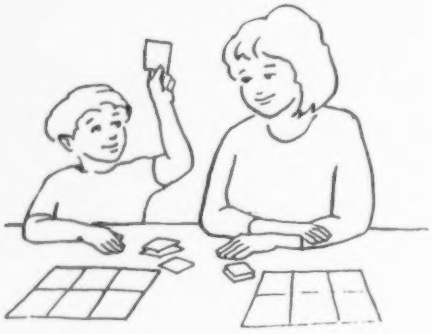
   NOW WE'LL PLAY LOTTO.

   PICK A CARD. IF YOU HAVE THE *SAME* PICTURE ON YOUR BOARD, PLACE IT ON THE SAME PICTURE.

   IF NOT, PUT IT BACK ON THE TABLE, FACE DOWN.

   THEN IT'S MY TURN.
   (Pick a card. If it is not on your board, place it on the identical picture. If not, return it face down on the table.)

   LET'S SEE WHOSE BOARD IS FILLED FIRST.
   (Continue taking turns.)



"HIPPY" — Age 5 (1991)

- This lotto game is one of the most complex. Children need to identify the picture as well as differentiate between up and down. (See Lotto Boards on next page).

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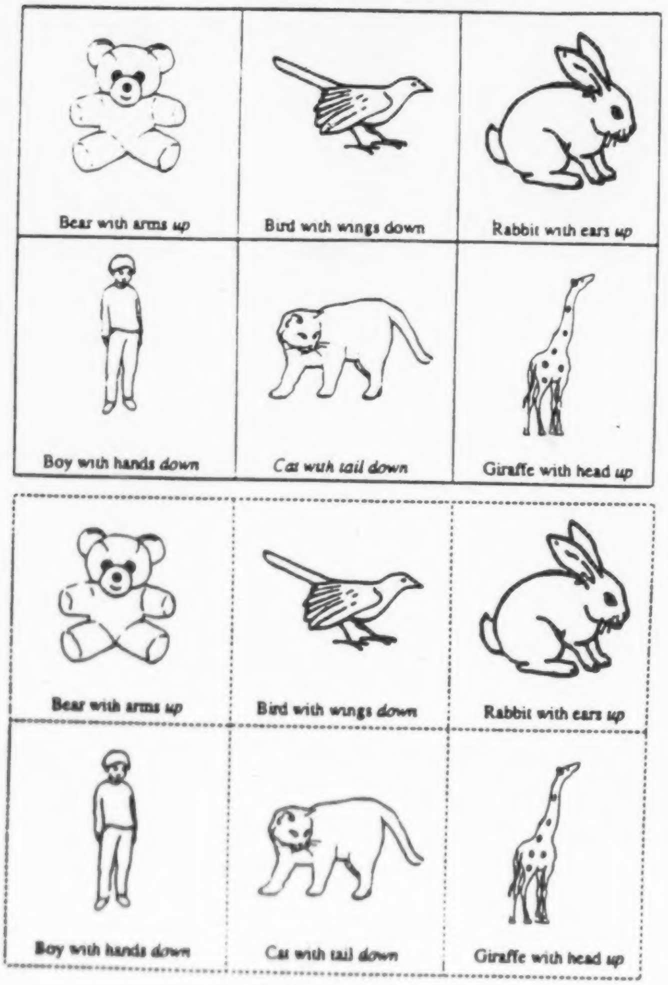
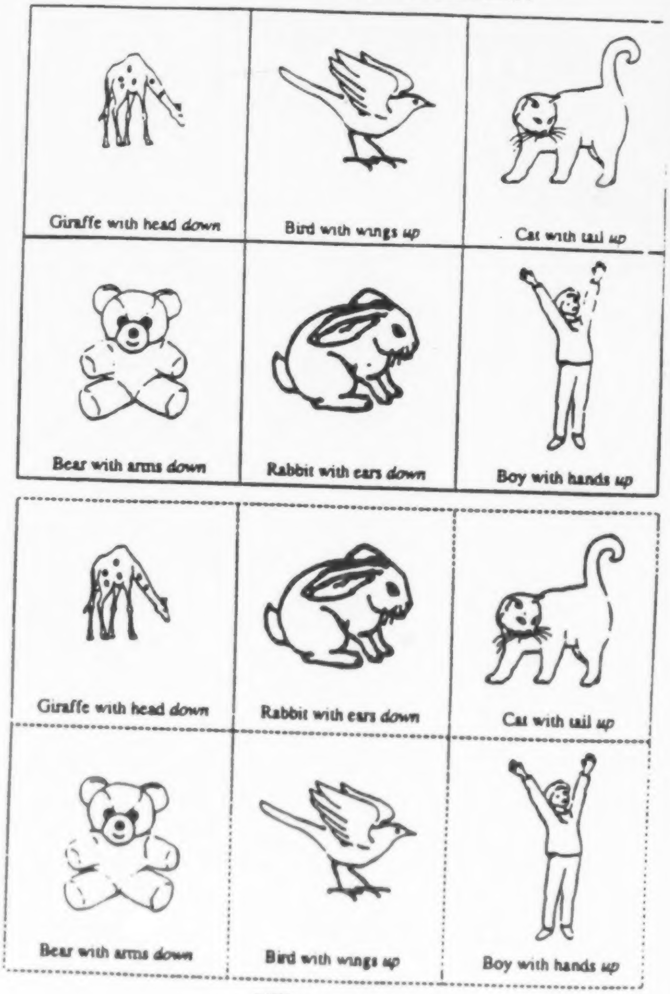
LOTTO GAMES (cont'd)
Example: Age 5, Week 2

LOTTO BOARD (1)
(Cut out the pictures below on the dotted lines.)


Bear with arms *up*
Bird with wings down
Rabbit with ears *up*
Boy with hands *down*
Cat with tail down
Giraffe with head *up*
Bear with arms *up*
Bird with wings *down*
Rabbit with ears *up*
Boy with hands *down*
Cat with tail *down*
Giraffe with head *up*

"HIPPY" — Age 5 (1991)

LOTTO BOARD (2)
(Cut out the pictures below on the dotted lines.)


Giraffe with head *down*
Bird with wings *up*
Cat with tail *up*
Bear with arms *down*
Rabbit with ears *down*
Boy with hands *up*
Giraffe with head *down*
Rabbit with ears *down*
Cat with tail *up*
Bear with arms *down*
Bird with wings *up*
Boy with hands *up*

"HIPPY" — Age 5 (1991)

- This lotto game is one example of the many HIPPY activities which can be made into re-usable, household educational games. By coloring the pictures and then pasting them onto cardboard (perhaps even laminating them), these pages can be used over and over again. There are many similar activities.

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BUDGET

CONSIDERATIONS

BUDGET CONSIDERATIONS FOR NEW PROGRAMS IN THE UNITED STATES

When budgeting for new HIPPY programs it is strongly encouraged that funding be secured for more than one year. The following cost components should be considered:

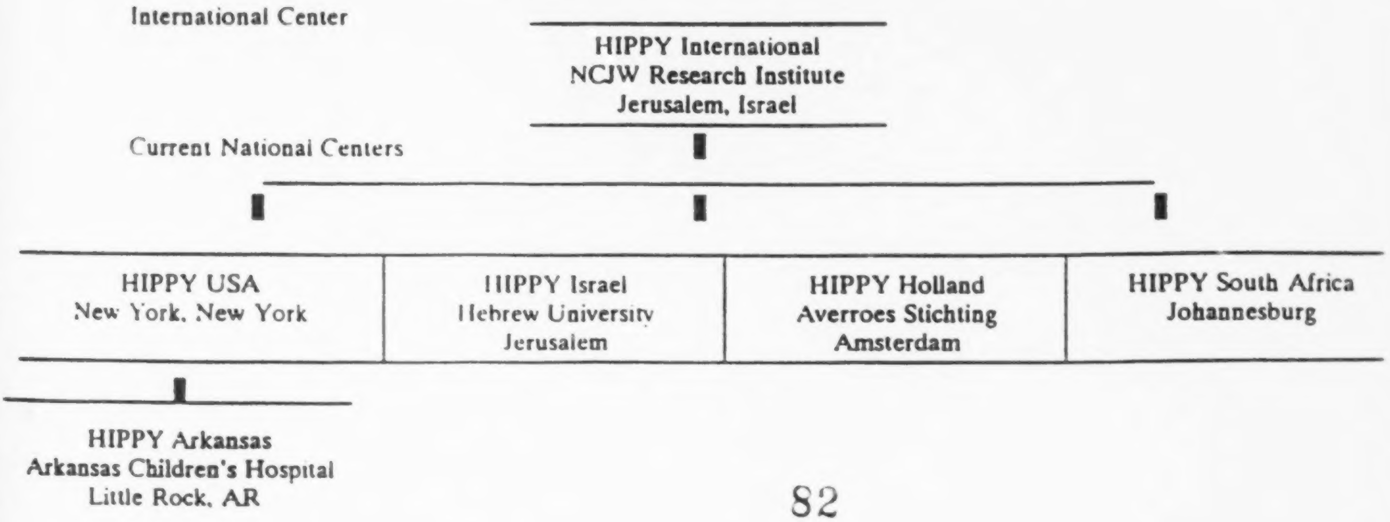
1. Fees and expenses for training and technical assistance by staff of the national HIPPY center (HIPPY USA) during the first three years of local program implementation.
2. The cost of HIPPY materials -- books, shapes, activity packets and "Instructions for the Paraprofessional".
3. Other costs of operating the local program -- personnel, facilities, local travel, etc.

Cost estimates for the first two components are provided by HIPPY USA and can be built directly into local budgets. Costs for the third component must be determined locally in light of prevailing wage/salary rates and the cost of other resources necessary for program operation. Each component is discussed below, and guidelines for estimating local operating expenses are provided.

1. TRAINING & TECHNICAL ASSISTANCE

In order to implement a new HIPPY program, it is necessary for local personnel to be trained by the staff of a designated HIPPY Training and Technical Assistance Center. Such coordinated training efforts ensure program quality and the development of national program networks. Currently, there are four such centers: the international center at the NCJW Research Institute for Innovation in Education, Jerusalem, Israel and three national centers in the United States, Israel, and the Netherlands. Over time, regional centers will be established in the United States in order to serve clusters of programs at the state or municipal level more efficiently. The first such regional center has already been established in Arkansas at Arkansas Children's Hospital.

HIPPY Training & Technical Assistance Centers


International Center
HIPPY International
NCJW Research Institute
Jerusalem, Israel
Current National Centers
HIPPY USA
New York, New York
HIPPY Israel
Hebrew University
Jerusalem
HIPPY Holland
Averroes Stichting
Amsterdam
HIPPY South Africa
Johannesburg
HIPPY Arkansas
Arkansas Children's Hospital
Little Rock, AR

HIPPY Training & Technical Assistance Centers

- Provide technical assistance to governmental agencies, schools, and community organizations in planning the implementation of new programs.
- Provide preservice and inservice training to local program personnel.
- Monitor implementation of the model to ensure quality and provide ongoing technical assistance to local programs.
- Create and maintain networks of local programs to promote mutual support and continuing program improvement.
- Develop new training and curricular materials to meet the needs of local programs and participating families.
- Represent the HIPPY program in national and international forums, involving representatives of local programs whenever possible.

The activities of the U.S. national center are largely subsidized by grants from private foundations. However, HIPPY USA must charge each new local program a fee for services provided during the first three years of program implementation to defray a small part of the center's operating expenses. In addition, local programs are expected to reimburse travel expenses incurred by HIPPY USA staff who make site visits. Also, local program coordinators must participate in a preservice training workshop as well as the annual national coordinator workshop. These costs are summarized in Table 1 on page 27.

PLEASE NOTE:

- Travel costs (for HIPPY USA staff and for local program coordinators) are only estimates of average costs and will vary somewhat depending on site location, changing costs of travel, and other factors. In making travel arrangements, HIPPY USA staff will make every effort to minimize costs.

HIPPY MATERIALS

ertain basic materials necessary for implementing a HIPPY program must be urchased through HIPPY USA's publisher -- The Dushkin Publishing Group, Inc.:

- HIPPY storybooks -- 9 books per child per year (18 over the 2-year period of program participation).
- HIPPY shapes for use in weekly activities -- 1 set of shapes per child.
- A copy of the HIPPY activity packets for participating parents -- 1 packet per week for 30 weeks in each of two years (60 over two years).
- A copy of the HIPPY "Instructions for the Paraprofessional" for the coordinator and each paraprofessional.

he cost of HIPPY materials is summarized in Table 2. A sample materials budget for ne first two years of a new program is presented in Table 3.

. LOCAL PROGRAM OPERATING COSTS

he administrators of agencies and organizations interested in implementing HIPPY are ypically concerned about the marginal cost of the program. The "marginal cost" of a ew program is the amount that an organization's budget must be increased to operate he new program in addition to what it is already doing.

he training and technical assistance component is essentially a fixed cost. The materials omponent varies predictably in relation to the number of families served. The third omponent -- Local Operating Expenses (other than HIPPY materials) -- is more omplicated.

Personnel

very HIPPY program must have certain key personnel -- a Coordinator who is esponsible for paraprofessional training and management and Paraprofessionals (called *arent Partners, Home Visitors,* etc.) who deliver program services. The level of ompensation (wages/salary + fringe benefits) for these personnel will vary from place to lace in relation to prevailing rates in local labor markets and the compensation tructure of the implementing organization. Furthermore, the number of araprofessionals required will vary according to the number of families served.

Rules of Thumb:

> Half-time paraprofessionals should work with no more than 12 to 15 families, making bi-weekly home visits and participating in group meetings on alternate weeks. This allows time for planning visits and meetings, as well as inservice training and individual supervision.

During the first two years of implementation, it is strongly recommended that HIPPY Coordinators be assigned to the program full time during the 9-10 month program year regardless of the number of families served. Thereafter, part-time assignment of a Coordinator might be considered based upon careful assessment of program needs and other available resources.

Larger programs may also find it necessary to hire part-time secretarial support.

Other Direct Costs

Although various other resources are needed to implement the HIPPY program, some of them may not require additional expenditures by the implementing organization. For example, office and meeting space for HIPPY may be available at no additional cost to the organization. Such in-kind contributions reduce the marginal cost of the program in many communities that are already implementing HIPPY.

Items to be considered in estimating other direct operating costs.

- Facilities -- rent, utilities, maintenance, insurance -- including at minimum an office for the HIPPY Coordinator; storage space for curriculum materials; space for paraprofessionals to plan visits and meetings as well as store work-related papers and meeting space for staff workshops and parent group meetings.
- Office furniture and equipment.
- Telephone -- local calls and occasional calls to HIPPY USA.
- IBM compatible computer with a modem -- needed in order to use the HIPPY Management Information System.
- Postage for local mailings and correspondence with HIPPY USA.
- Budget for group meetings, field trips, etc.
- General office supplies.
- Miscellaneous supplies for program -- crayons, paste, scissors, paper, etc. (Often programs have been successful in getting these items donated by local businesses.)

Indirect Costs

Not mentioned in the previous discussion are possible "indirect costs" to the implementing organization. Indirect cost considerations are left in the hands of the financial administrators responsible for local programs.

Constructing a Budget

In order to construct a budget that accurately reflects the "marginal cost" of implementing a new HIPPY program, it is necessary to estimate, as precisely as possible, what will have to be paid for each of the items listed above (personnel and other resources).

[Table 1]
Estimated Training & Technical Assistance (T&TA) Expenses

	Year 1	Year 2	Year 3
Preservice training workshop for coordinators July, 1992 Little Rock, AR	$2,000		
Fee for on-site training and on/off-site technical assistance fee*:	6,500	4,500	2,500
[Arkansas programs:	2,400	2,000	1,600]
T&TA travel varies by site location. The following is an estimated average cost based on two 3-day program T&TA visits in years 1 & 2; and one program visit in year 3. [assuming a 6% increase per year due to inflation] Airfare $600 per trip Hotel $250 per trip Per diem $150 per trip Ground transport $80 per trip	2,200	2,350	1,210
Estimated expenses for local coordinator's participation in 1 annual national coordinator workshops Estimated average travel expenses for 1 national meetings: Airfare $600; Hotel $250; Ground Transportation $100 Meals $100 -- assuming inflation of 6% per year	1,050	1,120	1,175
ESTIMATED AVERAGE TOTAL COST	**11,750**	**7,970**	**4,885**

[Table 2]
Cost of HIPPY Materials

HIPPY Storybooks

** Unit cost: $28.35 per set of 9 books plus shipping

Example: Books for 60 children for one year
1 set of 9 books per child per year --
$28.35 x 60 children = $1,701.00

HIPPY Shapes

HIPPY shapes are only sold in units of 20 sets. Children may use the same set of shapes for the two-year period of program participation.

** Unit cost: $35.00 per 20 sets plus shipping

Example: Shapes for 70 children
When purchasing shapes for 70 children, it is necessary to order four "units" of 20 sets each -- that is, a total of 80 sets of shapes. Although this means purchasing 10 more sets than are needed initially, experience shows that they will probably be needed for replacement pieces over the course of the year.

4 units of 20 sets each @ $35.00 per set = $140.00

HIPPY Activity Packets

** Unit cost: $40.50 per 30 weeks plus shipping

Example: Activity packets for 60 children for one year
1 set of 30 activity packets per child per year --
$40.50 x 60 children = $2,430.00

HIPPY "Instructions for the Paraprofessional"

** Unit cost: $21.95 each plus shipping

Example: 5 copies of "Instructions for the Paraprofessional"
(1 for 4 paraprofessionals and 1 coordinator)
@ $21.95 each = $109.75

** Please Note: The price of storybooks, shapes, activity packets and "Instructions for the Paraprofessional" is subject to change.

[Table 3]

Sample Materials Budgets for first two years of new program serving 60 children in year 1 and adding 60 more in year 2

Year 1 -- 60 four - year - olds

Books: 60 sets x $28.35 per set	$1,701.00
Shapes: 3 units of 20 sets x 35.00 per unit	$105.00
Weekly Activity Packets: 30 weeks at $40.50 x 60	$2,430.00
"Instructions for the Paraprofessional" (Age 4): 5 copies at $21.95 each (4 paraprofessionals & 1 coordinator)	$109.75
Estimated aggregate shipping costs for the above:	$130.50
TOTAL YEAR 1	**$4,476.25**

Year 2 -- 60 five - year - olds and 60 four - year - olds

Books: 120 sets x $28.35 per set	$3,402.00
Shapes: 3 units of 20 sets x 35.00 per unit	$105.00
Weekly Activity Packets: 30 weeks at $40.50 x 120	$4,860.00
"Instructions for the Paraprofessional" (Age 4 & Age 5): 10 copies at $21.95 each (8 paraprofessionals & 2 for the coordinator)	$219.50
Estimated aggregate shipping costs for the above:	$261.00
TOTAL YEAR 2	**$8,848.00**

Assuming that the program continues to serve 120 children per year (1/2 fours and 1/2 fives), the annual cost of materials would remain approximately the same as in year 2 except for changes related to increases in the costs of manufacturing, publishing, and distribution.

TRAINING & TECHNICAL ASSISTANCE

Fees to HIPPY USA (see Table 1) ________

Reimbursement of HIPPY USA Staff Travel
(see Table 1 and adjust for location)

Cost per trip:

A. Round trip airfare to site:	_____
B. Hotel room @ $_____ per night x 3 nights	_____
C. Per diem @ $50 per day x 3 days:	$150.00
D. Ground transportation to & from airport	$ 80.00
E. Ground transportation to & from airport to site:	_____
F. Total estimated cost per trip = A+B+C+D+E=	_____ (F)

Total estimated travel reimbursement to HIPPY USA staff
= F x number of trips in year (see Table 1)= ________

Travel expenses for local HIPPY Coordinator to attend 2 annual workshops
(Since the actual cost cannot be estimated precisely until the workshop location has been decided, use the estimate in Table 1 or a slightly higher figure to ensure adequate coverage.) ________

HIPPY MATERIALS

Books (see Tables 2 & 3)

Total number of children enrolled _____ x $28.35 per set of books =________

Shapes (see Tables 2 & 3)

Shapes are only sold in units of 20 sets. To calculate the number of units required follow the instructions below:

Total number of 4 - year - olds _____ divided by 20 = ______ units
- If the result is a fractional number, round it to the next highest whole number → ________ units

Cost = number of units ______ x $35 = ________

Activity Packets (see Tables 2 & 3)

Total # of children enrolled _____ x $40.50 per 1 year set = ________

"Instructions for the Paraprofessional" (see Tables 2 & 3)

Total # of local HIPPY staff ____ x $21.95 = ____________

Shipping Cost for Materials

Postage currently estimated at $130.50 per 60 complete sets of materials = ____________

LOCAL PERSONNEL

Coordinator

Salary ____________
Fringe Benefits ____________

Paraprofessionals

Wages ____________
Fringe Benefits ____________

Other: ________________

Wages ____________
Fringe Benefits ____________

OTHER DIRECT COSTS

Rent ____________

Utilities ____________

Maintenance ____________

Insurance ____________

Equipment/Furniture Purchase ____________

Telephone ____________

Postage ____________

IBM compatible computer ____________

General Office supplies ____________

Reimbursement for Local Travel for Home Visits ____________

Supplies etc. for Group Meetings and Field Trips __________

Miscellaneous Program Supplies __________
(paste, paper, scissors, crayons, etc.)

Other:
____________________ __________
____________________ __________
____________________ __________

TOTAL ANNUAL BUDGET = sum of all entries in column = __________

NOTE: **This budget worksheet must be submitted with each application. Please be sure that all three pages have been completed.**

■ APPENDIX B ■

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NOTE TO REVIEWERS: The final version of Form I will be set up for machine scanning and two-part paper. As a result, the layout will differ somewhat from this review draft. Because the form will be in a booklet (one per family) most of the coding will be assigned automatically. For example, the Family Code will not need to be entered by hand on each page of the booklet. Dates and numbers will be set up with number grids (bubbles) for scanning. Please keep this in mind when reviewing Form I.

FORM IB: FAMILY INFORMATION

Write family name, address and phone number below. Be sure family code is entered on all pages, then remove this sheet before mailing the form to RMC.

1. Family Name: ______________________________

2. Home Address: ______________________________

____
Number and Street

____
City State Zip Code

3. Phone Number: ___ ___ ______

4. Family Code: ___ ___

Retain this page
for your records.
Do not send to RMC.

[NEIS Form IB: Family Information]

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Family Code ___ - ____

FAMILY INTERVIEW

A. PARTICIPANT CHARACTERISTICS AT INTAKE

I am going to ask you some questions about yourself and your family. Your answers to these questions will be kept strictly confidential and will be used for program reporting. They will not be linked with your name.

Characteristics of Family Unit

1.	How many adults, including yourself, live in your household?	1 2 3 4 5 6 or more ☐☐☐☐☐☐☐
2.	How many children live in your household?	1 2 3 4 5 6 7 8 9 or more ☐☐☐☐☐☐☐☐☐☐
2a.	How many children are less than one year of age?	1 2 or more ☐☐☐
2b.	How many children are ages one through seven?	1 2 3 4 5 6 or more ☐☐☐☐☐☐☐
2c.	How many children are older than seven years of age?	1 2 3 4 5 6 or more ☐☐☐☐☐☐☐

3. Which of these phrases best describes the structure of your family?
Read phrases and check the box which best describes the family:

☐ single parent with child(ren)
☐ couple with child(ren)
☐ extended family (including other adults)
☐ other (Check box and specify:)______________

4. What is the primary source of financial support for the family?
Read phrases and check the box which best describes the family:

☐ job wages
☐ alimony and child support
☐ government assistance
☐ other (Check box and specify:)______________

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Family Code ___-____

5. Into which of these ranges does your family income fall?

☐ under $ 5.000
☐ $ 5.000 - $10,000
☐ $ 10.000- $15.000
☐ $ 15,000 - $ 20,000
☐ $ 20,000 - $ 25,000
☐ More than $ 25.000

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Family Code ___-____

Characteristics of Adults

Please complete questions 6-14 for each adult in the household. Use one column for each adult. Complete all nine questions for the first adult before going on to the second adult.

		Adult a	Adult b	Adult c
6.	*Enter first and last name for each adult.*	*First:* ________ *Last:* ________ *Code:* ___-____-_	*First:* ________ *Last:* ________ *Code:* ___-____-_	*First:* ________ *Last:* ________ *Code:* ___-___
	Code: Enter family code from front of this form followed by letter (a, b, c) from column heading.			
7.	*Date of birth in this format: Month/Day/Year*	/ /	/ /	/ /
8.	Gender *Check one box for each adult.*	☐ male ☐ female	☐ male ☐ female	☐ male ☐ fema

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Family Code _ _ _ - _ _ _ _

		Adult a	Adult b	Adult c
[illegible]	I am going to read a list of racial and ethnic categories. Which of these do you consider yourself to be?	☐ Asian or Pacific Islander ☐ Chinese ☐ Filipino ☐ Hawaiian ☐ Korean ☐ Vietnamese ☐ Japanese ☐ Asian Indian ☐ Samoan ☐ Guamanian ☐ Other API ☐ Hispanic ☐ Mexican, Mexican-Am., Chicano ☐ Puerto Rican ☐ Cuban ☐ other Spanish/ Hispanic ☐ Black ☐ White ☐ American Indian or Alaskan Native specify tribe: ____________ ____________ ☐ other specify:________	☐ Asian or Pacific Islander ☐ Chinese ☐ Filipino ☐ Hawaiian ☐ Korean ☐ Vietnamese ☐ Japanese ☐ Asian Indian ☐ Samoan ☐ Guamanian ☐ Other API ☐ Hispanic ☐ Mexican, Mexican-Am., Chicano ☐ Puerto Rican ☐ Cuban ☐ other Spanish/ Hispanic ☐ Black ☐ White ☐ American Indian or Alaskan Native specify tribe: ____________ ____________ ☐ other specify:________	☐ Asian or Pacific Islander ☐ Chinese ☐ Filipino ☐ Hawaiian ☐ Korean ☐ Vietnamese ☐ Japanese ☐ Asian Indian ☐ Samoan ☐ Guamanian ☐ Other API ☐ Hispanic ☐ Mexican, Mexican-Am., Chicano ☐ Puerto Rican ☐ Cuban ☐ other Spanish/ Hispanic ☐ Black ☐ White ☐ American Indian or Alaskan Native specify tribe: ____________ ____________ ☐ other specify:________

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Family Code ___-____

		Adult a	Adult b	Adult c
10.	What is the highest grade you completed in school?	☐ no schooling ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ high school diploma ☐ GED ☐ postsecondary	☐ no schooling ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ high school diploma ☐ GED ☐ postsecondary	☐ no schooling ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ high school diploma ☐ GED ☐ postsecondary
11.	Was most of your formal education outside the U.S.A?	☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no
12.	In what social or educational services have you participated previously? *Read choices and check all that apply.*	☐ welfare services ☐ manpower training or vocational education ☐ adult basic education ☐ adult secondary education ☐ GED preparation ☐ ESL ☐ other ☐ specify:__________	☐ welfare services ☐ manpower training or vocational education ☐ adult basic education ☐ adult secondary education ☐ GED prepration ☐ ESL ☐ other specify:__________	☐ welfare servic ☐ manpower trai or vocational education ☐ adult basic education ☐ adult secondar education ☐ GED preparat ☐ ESL ☐ other specify:______

Family Code ___-____

	Adult a	Adult b	Adult c
13. In which of these social or educational services are you currently participating? *Read choices and check all non Even Start services that apply.*	☐ welfare services ☐ manpower training or vocational education ☐ other specify: ____________	☐ welfare services ☐ manpower training or vocational education ☐ other specify: ____________	☐ welfare services ☐ manpower trainin or vocational education ☐ other specify: ____________

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Family Code ___-____

	Adult a	Adult b	Adult c

Questions 14 through 14d may be completed by interviewer observation if appropriate rather than by directly asking. This may be done at time of interview or later, but should reflect the adult status at time of intake.

	Adult a	Adult b	Adult c
14. *Is English the primary language of this person?*	☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no
(If yes, go to question 16; if no, complete questions 14a-14d and 15)			
14a. *What is the primary language?*	______	______	______
14b. *How well does adult understand English?*	☐ not at all ☐ somewhat ☐ very well	☐ not at all ☐ somewhat ☐ very well	☐ not at all ☐ somewhat ☐ very well
14c. *How well does adult speak English?*	☐ not at all ☐ somewhat ☐ very well	☐ not at all ☐ somewhat ☐ very well	☐ not at all ☐ somewhat ☐ very well
14d. *How well can adult read English?*	☐ not at all ☐ somewhat ☐ very well	☐ not at all ☐ somewhat ☐ very well	☐ not at all ☐ somewhat ☐ very well
15. *Ask only of adults for whom English is a second language:* If you read to your child, what language do you use?	☐ English ☐ other specify:______	☐ English ☐ other specify:______	☐ English ☐ other specify:______

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Family Code _ _ _ - _ _ _ _

Characteristics of Children ages 1-7

Complete Questions 16-21 for each child age 1 through 7. If there are more than three children in this age range, use pages 10-12 for additional children.

	PRE K Child u	Child v	Child w
16. *Enter first and last name for each child between the ages of 1 and 7.*	First: ______________ Last: ______________ Code: _ _ _-_ _ _ _-_	First: ______________ Last: ______________ Code: _ _ _-_ _ _ _-_	First: ______________ Last: ______________ Code: _ _ _-_ _ _ _-_
Codes: Enter family code from front of this form followed by letter (u, v, w) from column heading.			
17. *Date of birth in this format: Month/Day/Year*	/ /	/ /	/ /
18. Gender *Check one box for each child.*	☐ male ☐ female	☐ male ☐ female	☐ male ☐ female

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Family Code ___-____

		prek Child u PREK	Child v	Child w
19.	I am going to read a list of racial and ethnic categories. Tell me which one fits this child.	☐ Asian or Pacific Islander ☐ Chinese ☐ Filipino ☐ Hawaiian ☐ Korean ☐ Vietnamese ☐ Japanese ☐ Asian Indian ☐ Samoan ☐ Guamanian ☐ Other API ☐ Hispanic ☐ Mexican, Mexican-Am., Chicano ☐ Puerto Rican ☐ Cuban ☐ other Spanish/ Hispanic ☐ Black ☐ White ☐ American Indian or Alaskan Native specify tribe: ____________ ____________ ☐ other specify:________	☐ Asian or Pacific Islander ☐ Chinese ☐ Filipino ☐ Hawaiian ☐ Korean ☐ Vietnamese ☐ Japanese ☐ Asian Indian ☐ Samoan ☐ Guamanian ☐ Other API ☐ Hispanic ☐ Mexican, Mexican-Am., Chicano ☐ Puerto Rican ☐ Cuban ☐ other Spanish/ Hispanic ☐ Black ☐ White ☐ American Indian or Alaskan Native specify tribe: ____________ ____________ ☐ other specify:________	☐ Asian or Pacific Islander ☐ Chinese ☐ Filipino ☐ Hawaiian ☐ Korean ☐ Vietnamese ☐ Japanese ☐ Asian Indian ☐ Samoan ☐ Guamanian ☐ Other API ☐ Hispanic ☐ Mexican, Mexican-Am., Chicano ☐ Puerto Rican ☐ Cuban ☐ other Spanish/ Hispanic ☐ Black ☐ White ☐ American Indian or Alaskan Native specify tribe: ____________ ____________ ☐ other specify:________
20.	What formal educational experiences has *(use the child's name)* had? *Check all that apply.*	☐ Head Start ☐ other preschool ☐ kindergarten ☐ primary ☐ other ☐ none	☐ Head Start ☐ other preschool ☐ kindergarten ☐ primary ☐ other ☐ none	☐ Head Start ☐ other preschool ☐ kindergarten ☐ primary ☐ other ☐ none

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Family Code ___-____

	prek Child u PREK	Child v	Child w
21. What formal educational services is *(use the child's name)* receiving? *Do not include Even Start services.*	☐ Head Start ☐ other preschool ☐ kindergarten ☐ primary ☐ other ☐ none	☐ Head Start ☐ other preschool ☐ kindergarten ☐ primary ☐ other ☐ none	☐ Head Start ☐ other preschool ☐ kindergarten ☐ primary ☐ other ☐ none
22. What is your relationship to the child or children?	☐ parent ☐ grandparent ☐ other relative ☐ other relationship specify__________	☐ parent ☐ grandparent ☐ other relative ☐ other relationship specify________	☐ parent ☐ grandparent ☐ other relative ☐ other relationship specify________

Adult Code _ _ _ - _ _ _ _ - _   Date ________________

B. PARENT-CHILD INTERACTIONS AND PARENT AS A TEACHER

I am going to ask you several questions about your children. As you answer these questions, please think about your children from the ages of one to seven.

1. Here is a list of household tasks that children sometimes help with. Please tell me how often (PREK C ~~any of your children have~~ helped you with each of these tasks in the last month. *Read response choices to parent and check one box for each item.*

		Child Too Young	Never	Once or twice	On a regular basis
a.	Clean or peel food for a meal	☐	☐	☐	☐
b.	Mix or stir foods	☐	☐	☐	☐
c.	Find food on shelves at the grocery store for you	☐	☐	☐	☐
d.	Take the dishes off the table after meals	☐	☐	☐	☐
e.	Put clean clothes into the right drawers or shelves	☐	☐	☐	☐

---

2. About how often do you read stories to your PREK child(ren)? *Do not read responses, check appropriate category.*

- *a. Every day* ☐
- *b. At least 3 times a week* ☐
- *c. Once a week* ☐
- *d. Less than once a week* ☐
- *e. Never* ☐

---

3. About how many children's books are there in your home that your PREK child(ren) can look at? *Do not read responses.*

- *a. None* ☐
- *b. 1 or 2 books* ☐
- *c. 3 to 9 books* ☐
- *d. 10 or more books* ☐

[illegible]

4. Which of the following do you have in your home for children to look at or read? *Check all that apply.*

- *a. Magazines* ☐
- *b. Newspapers* ☐
- *c. T.V. Guide* ☐
- *d. Comic books* ☐
- *e. Other reading material* ☐

Adult Code _ _ _ - _ _ _ _ - _   Date ________________

PREK

5. I'll read you a list of things children can play with. Tell me which ones your child(ren) have had a chance to play with at home.

	Child too young	Yes	No
a. Crayons and paper	☐	☐	☐
b. Scissors	☐	☐	☐
c. Scotch tape, paste or stapler	☐	☐	☐
d. Puzzles	☐	☐	☐
e. Old picture catalogs, like Sears, to read and cut up	☐	☐	☐
f. Paint or magic marker	☐	☐	☐
g. Clay or playdough	☐	☐	☐
h. "Put together" toys like Tinkertoys, Legos or beads for stringing	☐	☐	☐
i. Hammer and nails with some wood scraps	☐	☐	☐
j. Yarn, thread and cloth scraps for knitting or sewing	☐	☐	☐
k. Make believe toys out of milk cartons, tin cans or egg cartons	☐	☐	☐
l. Plants or his/her own in a pot or garden	☐	☐	☐

---

6. I'll read you a list of things children learn as they grow up. Tell me which of them you have tried to help your child(ren) with in the past month.

PREK

	Child too young	Yes, helped	No, did not help
a. Nursery rhymes, prayers or songs	☐	☐	☐
b. Colors	☐	☐	☐
c. Shapes, such as circle, squares or triangles	☐	☐	☐
d. To write his/her name	☐	☐	☐
e. To remember your address and telephone number	☐	☐	☐
f. To count things	☐	☐	☐
g. To recognize numbers in books	☐	☐	☐
h. To say the "abc's"	☐	☐	☐
i. To recognize letters in books	☐	☐	☐
j. To read words on signs or in books	☐	☐	☐
k. Ideas like "big-little", "up-down", "before-after"	☐	☐	☐

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Adult Code ___-____-_   Date ____________

7. I'll read you a list of things that parents and children sometimes talk about or do together. How often do you or your spouse/partner do any of these things with your other child(ren)?

	Child too young	Daily	Once/ twice a week	Once/ twice a month	Rarely, if ever	Never
a. Help child with homework	☐	☐	☐	☐	☐	☐
b. Check to see if homework is done	☐	☐	☐	☐	☐	☐
c. Talk with child about school activities or events	☐	☐	☐	☐	☐	☐
d. Talk with child about things studied in school	☐	☐	☐	☐	☐	☐
e. Talk with child about his/her problems	☐	☐	☐	☐	☐	☐
f. Talk with child about expectations for school performance	☐	☐	☐	☐	☐	☐
g. Talk with child about future plans and goals	☐	☐	☐	☐	☐	☐
h. Listen to child read	☐	☐	☐	☐	☐	☐

---

8. How likely do you think it is that any of your child(ren) will graduate from high school? *Read response choices to parents. Check only one box.*

a. Very likely to graduate ☐
b. Somewhat likely to graduate ☐
c. Not very likely to graduate ☐
d. Most likely won't graduate ☐

---

9. How far in school do you think your child(ren) between 1 and 7 will get? *Read response choices to parents. Check only one box.*

a. Won't finish high school ☐
b. Will graduate from high school, but won't go any further ☐
c. Will go to vocational, trade or business school after high school ☐
d. Will attend college but probably won't graduate ☐
e. Will graduate from college ☐
f. Will attend graduate school after college ☐

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Adult Code _ _ _-_ _ _ _-_   Date ____________________

10. On the average, how well do you think your child(ren) will do in school? *Read response choices to parents. Check only one box.*

a. Very well	☐
b. Well	☐
c. About average	☐
d. Poorly	☐
e. Very poorly	☐
f. Don't know	☐

---

11. Here are some statements about children. I will read each statement and then I want you to tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly. Think of any of your children between 1 and 7 when answering. Here is one for practice. I'll read the statement:

I need to be by myself sometimes.

Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with that statement?

OK. Let's go on with the rest of the statements.

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Refused/ Don't Know
a.	Much of my child's learning will take place before (he/she) enters school.	4	3	2	1	8
b.	My child needs to play with me.	4	3	2	1	8
c.	Playing with my child makes me feel restless.	4	3	2	1	8
d.	It is hard for me to tell when my child has learned something.	4	3	2	1	8
e.	It is difficult for me to think of things to say to my child during play.	4	3	2	1	8
f.	Playing with my child improves the child's behavior.	4	3	2	1	8
g.	More of my child's learning at this age takes place by watching people and things rather than by being told.	4	3	2	1	8
h.	It is difficult for me to stay interested when playing with my child.	4	3	2	1	8

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Adult Code ___-____-_ Date ____________

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know/ Refused
i. I scold my child when (he/she) doesn't learn.	4	3	2	1	8
j. I imitate my child's speech when we play so that the child understands.	4	3	2	1	8
k. My child learns by playing with other children.	4	3	2	1	8
l. If we play whenever my child wants to, not much learning will take place.	4	3	2	1	8
m. My child's education is the responsibility of our family.	4	3	2	1	8
n. I really like to teach my child something new.	4	3	2	1	8

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COMMON PROTOCOL FOR SCHOOL RECORDS--KINDERGARTEN FORM

Date________________________ Data Collector________________________

A. BACKGROUND INFORMATION

1. Child's Name______________________

2. Child's Id Number____________________ 2. ______

3. Parent's Name______________________

4. Parent's Id Number__________________ 4. ______

5. School District_____________________ 5. ______

6. Number of Schools in District_________ 6. ______

7. Name of School_____________________ 7. ______

8. Number of Classrooms in School_______ 8. ______

9. Child's Teacher_____________________ 9. ______

10. Number of Children in School_________ 10.______

11. Previous Schooling 11.______

   1. Center-based Prek
   2. Head Start
   3. Family Daycare
   4. K

12. Previous HIPPY Status 12.______

   0. Not HIPPY
   3. HIPPY 3
   4. HIPPY 4
   5. HIPPY 5

13. Current HIPPY Status 13.______

   0. Not HIPPY
   3. HIPPY 3
   4. HIPPY 4
   5. HIPPY 5

Child's ID_____

14. HIPPY Site________________________ 14.______

15. HIPPY USA Site ID_________________ 15.______

16. Child's Gender 16.______

1. Male
2. Female

17. Child's Birthdate______/______/______

18. Child's Ethnicity 18.______

1. African American
2. Caucasian
3. Hispanic
4. Other____________________

19. Language Dominance 19.______

1. English
2. Spanish
3. Other____________________

B. CLASSROOM PLACEMENT INFORMATION

20. Current Grade Level 20.______

1. Prek
2. K
3. Grade________

21. Length of Day 21.______

1. 1/2 day
2. Full day

22. Language of Instruction 22.______

1. English only
2. Spanish only
3. Bilingual class

Child's ID_____

23. Child's Current Grade 23.______

1. At grade level
2. Behind grade level
3. Ahead of grade level

24. % in District Behind________________ 24.______

25. % in District Ahead________________ 25.______

26. Child's Classroom 26.______

1. Regular class
2. Transition class
3. Gifted class
4. Special education
5. Mainstreamed with
   some special ed

27. % in District in Transition Class________ 27.______

28. % in District in Gifted Class__________ 28.______

29. % in District in Special Educ.__________ 29.______

30. % in District Mainstreamed
with pull out______________________ 30.______

C. SPECIAL PLACEMENTS

31. I.E.P. Classification 31.______

0. No
1. AHDD
2. Learning disability
3. Orhtopedic handicap
4. Speech impaired
5. Emotionally disturbed
6. Deaf
7. Visually impaired
8. Mentally retarded
9. Mulitiply handicapped
10. Other____________________

32. % in District I.E.P. Classified__________ 32.______

Child's ID_____

D. ATTENDANCE INFORMATION

33. Number of Days School in Session______ 33.________

34. Number of Days Child Attended________ 34.______

35. Number of Days Child Missed__________ 35.______

E. FALL OF KINDERGARTEN ACHIEVEMENT TEST INFORMATION

36. Name of Test______________________ 36.______

37. Version___________________________ 37.______

38. Date of Administration____/_____/____

39. Administrator of Test 39.______

1. Child's teacher
2. Other staff in school_________
3. Non school staff_____________

40. Total Raw Score____________________ 40.______

41. Standard Score_____________________ 41.______

42. Percentile Score___________________ 42.______

43. Subscale A Name___________________ 43.______

44. Subscale A Raw Score_______________ 44.______

45. Subscale A Percentile Score___________ 45.______

46. Subscale B Name___________________ 46.______

47. Subscale B Raw score________________ 47.______

48. Subscale B Percentile Score___________ 48.______

49. Subscale C Name___________________ 49.______

50. Subscale C Raw Score_______________ 50.______

51. Subscale C Percentile Score___________ 51.______

Child's ID______

F. SPRING OF KINDERGARTEN ACHIEVEMENT TEST INFORMATION

52. Name of Test______________________ 52.______

53. Version______________________ 53.______

54. Date of Administration_____/_____/___

55. Administrator of Test 55.______

1. Child's teacher
2. Other staff in school_________
3. Non school staff____________

56. Total Raw Score____________________ 56.______

57. Standard Score____________________ 57.______

58. Percentile Score____________________ 58.______

59. Subscale A Name__________________ 59.______

60. Subscale A Raw Score_______________ 60.______

61. Subscale A Percentile Score____________ 61.______

62. Subscale B Name__________________ 62.______

63. Subscale B Raw score_______________ 63.______

64. Subscale B Percentile Score____________ 64.______

65. Subscale C Name__________________ 65.______

66. Subscale C Raw Score_______________ 66.______

67. Subscale C Percentile Score____________ 67.______

Child's ID____

G. END OF KINDERGARTEN STATUS

68. Placement for 1st Grade 68.______

1. Retained in K
2. Transition class
3. Regular class
4. Gifted class
5. Special educ.
6. Mainstreamed with some special ed

69. % in District Recommended for Transition Class________________ 69.______

70. % in District Recommended for Gifted Class__________________ 70.______

71. % in District Recommended for Special Education_______________ 71.______

72. % in District Recommended for Mainstreaming with pull-out________ 72.______

H. TEACHER GRADES/RATING SCALES

Category	Overall	Reading	Math		

COOPERATIVE
PRESCHOOL INVENTORY

by Dr. Bettye M. Caldwell

REVISED EDITION 1970

SCORE

R	
W	
DK	

SPECIFIC DIRECTIONS FOR ADMINISTERING WILL BE FOUND IN THE PRESCHOOL INVENTORY MANUAL

Name ______________________________ Boy ☐ Girl ☐
LAST FIRST

	YEAR	MONTH	DAY		
Date of test				Time finished	
Birthdate				Time started	
Age				Total time	

School attended ______________________ How long? ______________

Name of teacher ______________________ Name of examiner ______________

Child's major language ______________________ Language in which given ______________

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80003

1.	WHAT IS YOUR FIRST NAME?	R	W	DK
2.	HOW OLD ARE YOU?	R	W	DK
3.	WHAT IS YOUR LAST NAME?	R	W	DK
4.	SHOW ME YOUR SHOULDER	R	W	DK
5.	SHOW ME YOUR HEEL	R	W	DK
6.	WHAT CALL (FINGER)?	R	W	DK
7.	WHAT CALL (KNEE)?	R	W	DK
8.	WHAT CALL (ELBOW)?	R	W	DK
9.	RAISE YOUR HAND	R	W	DK
10.	JUMP	R	W	DK
11.	HELLO VERY LOUDLY	R	W	DK
12.	WIGGLE	R	W	DK
13.	3 CARS IN BIG BOX	R	W	DK
14.	RED CAR ON BLACK BOX	R	W	DK
15.	YELLOW CAR ON LITTLE BOX	R	W	DK
16.	BLUE CAR UNDER GREEN BOX	R	W	DK
17.	2 CARS BEHIND MIDDLE BOX	R	W	DK
18.	GIVE EVERYTHING TO ME	R	W	DK
19.	WHO GO TO IF SICK?	R	W	DK
20.	WHERE FIND BOAT?	R	W	DK
21.	WHERE BUY GAS?	R	W	DK
22.	WHEN BREAKFAST?	R	W	DK
23.	WHAT DO TO READ SOMETHING?	R	W	DK
24.	WHERE FIND LION?	R	W	DK
25.	WHAT DOES MOTHER DO?	R	W	DK
26.	WHAT DOES DENTIST DO?	R	W	DK
27.	WHAT DOES TEACHER DO?	R	W	DK
28.	WHICH WAY WATER FALL?	R	W	DK
29.	WHICH WAY RECORD?	R	W	DK
30.	WHICH WAY FERRIS WHEEL?	R	W	DK
31.	HOW MANY EYES?	R	W	DK
32.	COUNT (TO 5)	R	W	DK
33.	HOW MANY HANDS?	R	W	DK
34.	HOW MANY WHEELS-BICYCLE?	R	W	DK
35.	HOW MANY WHEELS-CAR?	R	W	DK
36.	HOW MANY WHEELS-TRICYCLE?	R	W	DK
37.	HOW MANY CORNERS, PAPER?	R	W	DK
38.	HOW MANY TOES?	R	W	DK
39.	BIGGER, TREE OR FLOWER?	R	W	DK
40.	SLOWER, CAR OR BICYCLE?	R	W	DK
41.	HEAVIER, BRICK OR SHOE?	R	W	DK
42.	POINT TO MIDDLE CHECKER	R	W	DK
43.	POINT TO FIRST CHECKER	R	W	DK
44.	POINT TO LAST CHECKER	R	W	DK
45.	POINT TO SECOND CHECKER	R	W	DK
46.	2 & 8, WHICH MORE?	R	W	DK
47.	4 & 6, WHICH LESS?	R	W	DK
48.	5 & 5, WHICH MORE?	R	W	DK
49.	WHICH MOST LIKE WHEEL?	R	W	DK
50.	WHICH MOST LIKE STICK?	R	W	DK
51.	WHICH MOST LIKE TENT?	R	W	DK
52.	COPY (LINE)	R	W	DK
53.	COPY (CIRCLE)	R	W	DK
54.	COPY (SQUARE)	R	W	DK
55.	COPY (TRIANGLE)	R	W	DK
56.	WHAT COLOR (BLACK CRAYON)?	R	W	DK
57.	WHAT COLOR (RED CRAYON)?	R	W	DK
58.	SAME COLOR AS NIGHT	R	W	DK
59.	COLOR (CIRCLE	R	W	DK
60.	(YELLOW	R	W	DK
61.	COLOR (SQUARE	R	W	DK
62.	(PURPLE	R	W	DK
63.	COLOR (TRIANGLE	R	W	DK
64.	(ORANGE	R	W	DK

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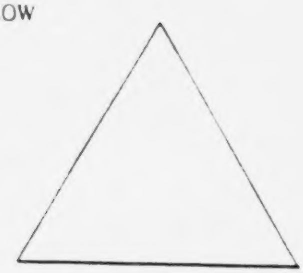
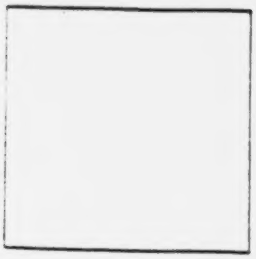
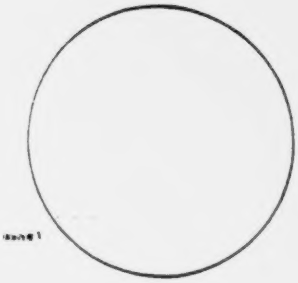
59. (CIRCLE

60. (YELLOW

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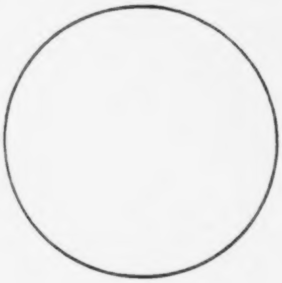
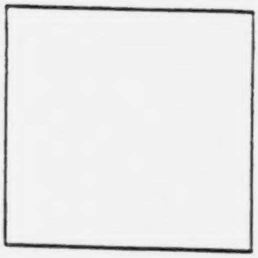
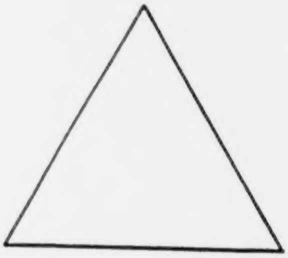

63. (TRIANGLE

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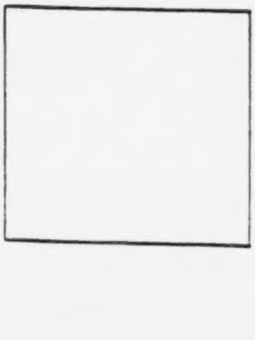
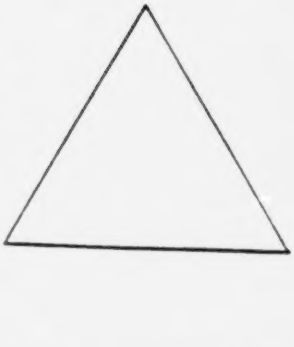
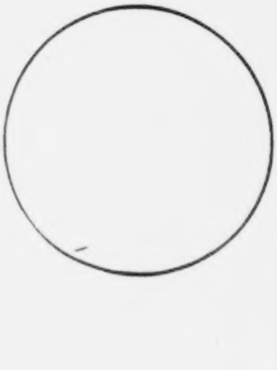

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CHILD'S CLASSROOM ADAPTATION INVENTORY -- FALL

PARENT'S NAME: ______________________ CHILD'S NAME ______________________

SCHOOL: ______________________ GRADE: ______________________

TEACHER: ______________________ DATE: ______________________

PLEASE THINK ABOUT THE CHILD NAMED ABOVE AND CIRCLE THE NUMBER THAT BEST DESCRIBES THE CHILD CURRENTLY. PLEASE TREAT THE SPECIFIC STATEMENTS THAT FOLLOW EACH ITEM AS EXAMPLES ONLY. USE ANY OTHER INFORMATION YOU HAVE TO HELP YOU ANSWER THE ITEM. CIRCLE ONLY ONE NUMBER FOR EACH STATEMENT.

1. **Child's enjoyment of books and reading**: Child is familiar with how to read a book (i.e. how to hold a book, turn the pages, etc.); picks up books to read to him/herself; appears attentive when teacher reads to class; spontaneously mentions name of specific books; asks for specific books.

1	2	3	4	5
a little		moderate		great deal

Comments: ______________________

2. **Child's listening and paying attention**: Child is attentive to teacher and other adults and children; pays attention/listens during group discussion or stories; demonstrates through his/her activities that he/she has listened to instructions.

1	2	3	4	5
rarely		sometimes		always

Comments: ______________________

3. **Child's task orientation**: Child exhibits patience and persists with tasks; has moderate concentration and is not easily distracted; can pace him/herself in working on learning tasks.

1	2	3	4	5
poor		moderate		excellent

Comments: ______________________

4. **Child's self-direction in learning**: Child knows how to approach academic tasks; is generally self-directed in approaching tasks; can work independently.

1	2	3	4	5
poor		moderate		excellent

Comments: ______________________

5. **Child's seeking and using assistance**: Child knows when to seek assistance; uses appropriate means to gain attention; makes use of help.

1	2	3	4	5
rarely		sometimes		always

Comments: ______________________

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PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE - OVER

6. **Child's curiosity**: Child is interested in testing his/her skills on new tasks and problems; asks questions about subjects being covered in school.

1 a little	2	3 moderate	4	5 great deal

Comments: ______________________________

7. **Child's initiative**: Child is an active learner; seeks out new learning materials and situations; designs his/her own learning activities and projects.

1 poor	2	3 moderate	4	5 excellent

Comments: ______________________________

8. **Child's general enjoyment of schoolwork**: Child enjoys the activities and routines of school; child enjoys learning new things; child has said things that indicate he/she likes school.

1 a little	2	3 moderate	4	5 great deal

Comments: ______________________________

9. **To your knowledge was this child involved with any preschool intervention program?** (Circle answer)

Don't Know   No   Yes. Name of Program: ______________________________

10. **How well do you think this child will do in school this year?**

1 poorly	2	3 moderately well	4	5 extremely well

Comments: ______________________________

11. **How motivated do you think this child is to learn this year?**

1 a little	2	3 moderately	4	5 very

Comments: ______________________________

12. **How ready do you think this child is to learn?**

1 a little	2	3 moderately	4	5 great deal

Comments: ______________________________

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ASI

	VERY GOOD	GOOD	JUST OK	BAD	VERY BAD
Running	5	4	3	2	1
Being polite	5	4	3	2	1
Being good at sports	5	4	3	2	1
Doing arithmetic	5	4	3	2	1
Obeying rules	5	4	3	2	1
Being strong	5	4	3	2	1
Being cooperative	5	4	3	2	1
Playing ball	5	4	3	2	1
Being a good student	5	4	3	2	1
Being kind	5	4	3	2	1
Having many friends	5	4	3	2	1
Being helpful	5	4	3	2	1
Gymnastics	5	4	3	2	1
Learning new things quickly	5	4	3	2	1
Being just the right weight	5	4	3	2	1
Being honest	5	4	3	2	1
Being able to look after others	5	4	3	2	1
Reading	5	4	3	2	1
Being just the right height	5	4	3	2	1
Being good looking	5	4	3	2	1
Being able to take care of yourself	5	4	3	2	1
Writing	5	4	3	2	1
Dancing	5	4	3	2	1

We want to know how good you think you are at some things.

For example:

How good are you at skating - very good, good, just OK
bad, or very bad?

	VERY GOOD	GOOD	JUST OK	BAD	VERY BAD
1. Skating	5	4	3	2	1

Fine. Now I'm going to ask you how good or bad you are at a lot of other things. OK?

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Family Code ___-____

EXIT

FAMILY INTERVIEW

A. PARTICIPANT CHARACTERISTICS AT INTAKE

I am going to ask you some questions about yourself and your family. Your answers to these questions will be kept strictly confidential and will be used for program reporting. They will not be linked with your name.

Characteristics of Family Unit

1. How many adults, including yourself, live in your household?
1 2 3 4 5 6 or more
☐☐☐☐☐☐☐

8) 2. How many children live in your household?
1 2 3 4 5 6 7 8 9 or more
☐☐☐☐☐☐☐☐☐☐

2a. How many children are less than one year of age?
0 1 2 or more
☐☐☐☐

) 2b. How many children are ages one through seven?
1 2 3 4 5 6 or more
☐☐☐☐☐☐☐

) 2c. How many children are older than seven years of age?
0 1 2 3 4 5 6 or more
☐☐☐☐☐☐☐☐

) 2d. How many children did you have in the past year?
0 1 2 more
☐☐☐☐

2e. Are you pregnant now?
☐ No (0) ☐ Yes (1)

3. Which of these phrases best describes the structure of your family?
Read phrases and check the box which best describes the family:

- 1 ☐ single parent with child(ren)
- 2 ☐ couple with child(ren)
- 3 ☐ extended family (including other adults)
- 4 ☐ other (Check box and specify:)________________

) 4. What is the primary source of financial support for the family?
Read phrases and check the box which best describes the family:

- 1 ☐ job wages
- 2 ☐ alimony and child support
- 3 ☐ government assistance
- 4 ☐ other (Check box and specify:)________________

Family Code___ - ___

(16) 5. Into which of these ranges does your annual family income fall?

1☐	under $5,000	4☐	$15,000- $20,000
2☐	$ 5,000- $10,000	5☐	$20,000- $25,000
3☐	$10,000- $15,000	6☐	More than $25,000

17-19) 6. In what social services have you participated in the past year?

☐ Welfare____________________
☐ Manpower or vocational education
☐ Other______________________

0 = not checked
1 = checked

Family Code_ _ _ - _ _ _

7. In what support services have you participated in the past 12 months?

			Yes: Usefulness				
		No 0	Very 3	Somewhat 2	Not at all 1	Referred By	When Started
(20)	a. Transportation	☐	☐	☐	☐		
(21)	b. Custodial Childcare	☐	☐	☐	☐		
(22)	c. Health Care	☐	☐	☐	☐		
(23)	d. Meals	☐	☐	☐	☐		
(24)	e. Nutrition Assistance	☐	☐	☐	☐		
(25)	f. Mental Health Referral	☐	☐	☐	☐		
(26)	g. Referrals for Employment	☐	☐	☐	☐		
(27)	h. Advocacy Assistance with Government Agencies	☐	☐	☐	☐		
(28)	i. Counseling	☐	☐	☐	☐		
(29)	j. Child Protective Services	☐	☐	☐	☐		
(30)	k. Referrals for Screening or Treatment of Drug or Alcohol Dependency	☐	☐	☐	☐		
(31)	l. Referrals for Services for Battered Women	☐	☐	☐	☐		
(32)	m. Special Care for Handicapped Family Member	☐	☐	☐	☐		
(33)	n. Parent Stipend	☐	☐	☐	☐		
(34)	o. Translators	☐	☐	☐	☐		
(35)	p. Other	☐	☐	☐	☐		

Family Code ___ - ___

8. In what educational services have you participated in the past 12 months?

Free/Paid?

☐ (36) Adult basic education ______
☐ (37) Adult secondary ______
☐ (38) ESL ______
☐ (39) GED ______
☐ (40) Other ______________ ______

0 = not checked
1 = checked

-42) 9. What is the highest grade you completed in school?

☐ no schooling
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☐ 10
☐ 11
(12) ☐ high school diploma
(13) ☐ GED
(14) ☐ post secondary

10. What is your current employment status?

☐ (43) Paid work outside the home 35 40+ hours/week
☐ (44) Paid work outside the home 1-39 hours/week
☐ (45) Looking for paid employment
☐ (46) Volunteer work outside home 35 40+ hours/week
☐ (47) Volunteer work outside home 1-39 hours/week
☐ (48) Not working outside or inside home
☐ (49) Paid work inside the home (___ hrs/wk)

0 = not checked
1 = checked

-51) 10A. # of hours __________

-55) 11. How has your employment status changed over past 12 months? ____________________
____
____

5) 12. Is English your primary language? ☐ yes 1 ☐ no 0

Family Code ___ - ___

'57) 13. If you read to your child, what language do you use?
1☐ English
2☐ Other Language
3☐ Both English and Other
4☐ Other______________

14. Enter first and last name of participating child.
First:________________
Last: ________________

-59) 14a. Date of birth of participating child in this format Month/Day/Year
____/____/____

0) 14b. Gender of child
☐ Male 0
☐ Female 1

1) 14c. Birth order of child
☐ 1st born 1
☐ Later Born 2

2) 15. Has participating child been officially identified as having special needs?
☐ Yes 1
☐ No 0

16. If yes: What special needs have been identified? Check all that apply

0 = not checked
1 = checked

☐(63) visual handicap
☐(64) hearing problem
☐(65) deafness
☐(66) speech problem
☐(67) orthopedic problem
☐(68) other physical disability _____________
☐(69) specific learning problem
☐(70) emotional problem
☐(71) mental retardation
☐(72) other ______________________________

END OF ROW I

ROW II

Family Code ___-___

.D. 1-5

17. In what educational programs has your child participated in the past school year?	☐(6) Head Start ☐(7) Preschool ☐(8) Kindergarten ☐(9) Primary school ☐(10) HIPPY ☐(11) Other ______________ ☐ None (Do not enter "none")
0 = not checked 1 = checked	
18. In what educational services has your child participated in the past school year?	☐(12) Special education at school ☐(13) Remedial classes at school ☐(14) Tutoring at home ☐(15) Speech therapy ☐(16) Other ___________ ☐(17) None
0 = not checked 1 = checked	
(17) 19. What is your relationship to this child?	1☐ parent 2☐ grandparent 3☐ other relative________________ 4☐ other relationship________________

File Name: NEIS.EXT

Revised 8/13/92

Adult Code _ _ _ - _ _ _ _ - _

Date ____________________

5. I'll read you a list of things children can play with. Tell me which ones (child's name) have had a chance to play with at home.

		(2) Child too young	(1) Yes	(0) No
))	a. Crayons and paper	☐	☐	☐
1)	b. Scissors	☐	☐	☐
2)	c. Scotch tape, paste or stapler	☐	☐	☐
3)	d. Puzzles	☐	☐	☐
4)	e. Old picture catalogs, like Sears, to read and cut up	☐	☐	☐
5)	f. Paint or magic marker	☐	☐	☐
5)	g. Clay or playdough	☐	☐	☐
7)	h. "Put together" toys like Tinkertoys, Legos or beads for stringing	☐	☐	☐
3)	i. Hammer and nails with some wood scraps	☐	☐	☐
9)	j. Yarn, thread and cloth scraps for knitting or sewing	☐	☐	☐
))	k. Make believe toys out of milk cartons, tin cans or egg cartons	☐	☐	☐
.)	l. Plants or his/her own in a pot or garden	☐	☐	☐

I'll read you a list of things children learn as they grow up. Tell me which of them you have tried to help (child's name) with in the past month.

		(2) Child too young	(1) Yes, helped	(0) No, did not help
)	a. Nursery rhymes, prayers or songs	☐	☐	☐
)	b. Colors	☐	☐	☐
)	c. Shapes, such as circle, squares or triangles	☐	☐	☐
)	d. To write his/her name	☐	☐	☐
)	e. To remember your address and telephone number	☐	☐	☐
)	f. To count things	☐	☐	☐
)	g. To recognize numbers in books	☐	☐	☐
)	h. To say the "abc's"	☐	☐	☐
)	i. To recognize letters in books	☐	☐	☐
)	j. To read words on signs or in books	☐	☐	☐
)	k. Ideas like "big-little", "up-down", "before-after"	☐	☐	☐

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ult Code ___-____-_ Date ____________

I'll read you a list of things that parents and children sometimes talk about or do together. How often do you or your spouse/partner do any of these things with (child's name)?

	(5) Child too young	(4) Daily	(3) Once/ twice a week	(2) Once/ twice a month	(1) Rarely, if ever	(0) Never
a. Help child with homework	☐	☐	☐	☐	☐	☐
b. Check to see if homework is done	☐	☐	☐	☐	☐	☐
c. Talk with child about school activities or events	☐	☐	☐	☐	☐	☐
d. Talk with child about things studied in school	☐	☐	☐	☐	☐	☐
e. Talk with child about his/her problems	☐	☐	☐	☐	☐	☐
f. Talk with child about expectations for school performance	☐	☐	☐	☐	☐	☐
g. Talk with child about future plans and goals	☐	☐	☐	☐	☐	☐
h. Listen to child read	☐	☐	☐	☐	☐	☐

How likely do you think it is that (child's name) will graduate from high school? *Read respo- choices to parents. Check only one box.*

a. Very likely to graduate	☐ (3)
b. Somewhat likely to graduate	☐ (2)
c. Not very likely to graduate	☐ (1)
d. Most likely won't graduate	☐ (0)

How far in school do you think (child's name) will get? *Read response choices to parents. Check only one box.*

a. Won't finish high school	☐ (0)
b. Will graduate from high school, but won't go any further	☐ (1)
c. Will go to vocational, trade or business school after high school	☐ (2)
d. Will attend college but probably won't graduate	☐ (3)
e. Will graduate from college	☐ (4)
f. Will attend graduate school after college	☐ (5)

END OF ROW II

I.D. 1-5

Adult Code _ _ _ - _ _ _ _ - _

Date __________________

10. On the average, how well do you think (child's name) will do in school? *Read response choices to parents. Check only one box.*

- a. Very well ☐ (5)
- b. Well ☐ (4)
- c. About average ☐ (3)
- d. Poorly ☐ (2)
- e. Very poorly ☐ (1)
- f. Don't know ☐ (0)

---

11. Here are some statements about children. I will read each statement and then I want you to tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly. Think of any of your children between 1 and 7 when answering. Here is one for practice. I'll read the statement:

I need to be by myself sometimes.

Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with that statement?

OK. Let's go on with the rest of the statements.

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Refused/ Don't Know
a.	Much of my child's learning will take place before (he/she) enters school.	4	3	2	1	8
b.	My child needs to play with me.	4	3	2	1	8
c.	Playing with my child makes me feel restless.	4	3	2	1	8
d.	It is hard for me to tell when my child has learned something.	4	3	2	1	8
e.	It is difficult for me to think of things to say to my child during play.	4	3	2	1	8
f.	Playing with my child improves the child's behavior.	4	3	2	1	8
g.	More of my child's learning at this age takes place by watching people and things rather than by being told.	4	3	2	1	8
h.	It is difficult for me to stay interested when playing with my child.	4	3	2	1	8

Adult Code ___-____-_

Date ____________

		Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Don't Know/ Refused
i.	I scold my child when (he/she) doesn't learn.	4	3	2	1	8
j.	I imitate my child's speech when we play so that the child understands.	4	3	2	1	8
k.	My child learns by playing with other children.	4	3	2	1	8
l.	If we play whenever my child wants to, not much learning will take place.	4	3	2	1	8
m.	My child's education is the responsibility of our family.	4	3	2	1	8
n.	I really like to teach my child something new.	4	3	2	1	8

■ APPENDIX C ■

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ATTRITION ANALYSES FOR CITY A

Not all pretested families were available for the various posttesting sessions. Some families moved away, some could not be found, and a few refused to participate. Thus, it was necessary to determine if the HIPPY and comparison samples of families with data at each posttest session were comparable.

Attrition from Pretest to End of Program

Sample Size at Pretest and End of Program Posttest Home Visits

Table 2 presents the sample sizes at each of the posttesting sessions. Of the 58 Cohort I HIPPY families, we were able to obtain home visit data on 42 (72.4%). Of the 55 Cohort I comparison families, we obtained home visit data on 42 (76.3%). Of the 63 Cohort II HIPPY families, we obtained home visit data on 38 (58.7%). Of the 50 Cohort II comparison families, we obtained home visit data on 40 (80%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I comparison (72% vs. 76%) and (2) Cohort II HIPPY vs. Cohort II comparison (58% vs. 80%). Results revealed that in Cohort II HIPPY children were less likely than comparison children to have home visit data, $X^2(n=113)=5.1$, $p<.02$.

Comparability of HIPPY and Comparison Families at End of Program Posttest Home Visits

Within both cohorts the HIPPY and comparison groups with end of program posttest home visit data available were compared on the following seven background variables: ethnicity of child, education of adult, household composition, primary source of income, child's age, child's gender, and child's scores on the CPI.

Of the 14 analyses conducted (seven variables for each cohort), only one was significant: Cohort II HIPPY children scored higher on the CPI than Cohort I HIPPY children[1], a difference which was evident in the full sample as well. Thus, there were no pre-existing differences between the HIPPY and comparison families at end of program home visit posttesting due to attrition from the study.

Comparability of Cohorts at End of Program Posttest Home Visits

We also examined the comparability of the two cohorts for the sample of families with end of program posttest home visit data on these same background variables to determine if they were drawn from the same populations. Two sets of analyses were conducted: (1) HIPPY Cohort I vs. HIPPY Cohort II and (2) comparison Cohort I vs. comparison Cohort II. Results indicated no significant cohort differences on the pretest variables except for CPI scores and age[2], artifacts of the timing of data collection. We also examined differences in cohorts in the number of the highest HIPPY activity packet received; analyses revealed no significant differences.

---

[1] Cohort II ($M= 35.84$, $SD=11.4$), Cohort I ($M=28.49$ ($SD=11.32$), $t(76)=2.89$, $p<.005$.

Attrition from Pretest to End of Program Posttest School Record Data

Sample Size at Pretest and End of Program Posttest School Record Data

Of the 58 Cohort I HIPPY families, we were able to obtain school record data on 48 (83%). Of the 55 Cohort I comparison families, we obtained school record data on 30 (55%). Of the 63 Cohort II HIPPY families, we obtained school record data on 49 (78%). Of the 50 Cohort II comparison families, we obtained school record data on 37 (74%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I comparison for school record data (83% vs. 55%) and (2) Cohort II HIPPY vs. Cohort II comparison for school record data (78% vs. 74%). One was significant: Cohort I HIPPY children were more likely to have school record data than Cohort I comparison children, $X^2(n=103)=6.7$, $p<.005$. This is probably due to the fact that there were more later starters in the Cohort I comparison group.

Comparability of HIPPY and Comparison Families at End of Program Posttest School Record Data

Although later starters were technically available for posttest they were not included in these analyses because they had no appropriate school record data at that time. Within each cohort the HIPPY and comparison groups with end of program posttest school record data available were compared on the following seven background variables: ethnicity of child, education of adult, household composition, primary source of income, child's age, child's gender, and child's scores on the CPI. Of the 14 analyses conducted (seven variables for each cohort), one was significant: In Cohort II, HIPPY children scored higher on the Cooperative Preschool Inventory than their comparison peers[3], a difference that was significant on pretest and, therefore, not attributable to differential attrition from the study.

Comparability of Cohorts at End of Program Posttest School Record Data

We also examined the comparability of cohorts for the sample of families with end of program posttest school record data on these same background variables to determine if they were drawn from the same populations. Results indicated no significant cohort differences on the pretest variables except for age[4] and CPI scores[5], artifacts of the timing of data collection. We also examined differences in cohorts in the number of the highest HIPPY activity packet received; analyses revealed no significant differences.

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[2] In the comparison group Cohort I children ($M=57.61$, $SD=3.1$) were older than the Cohort II children ($M=55.00$, $SD=3.9$), $t(79)=3.36$, $p<.001$, and scored higher ($M=34.19$, $SD=13.38$) than Cohort II children ($M=28.68$, $SD=11.40$) on the CPI, $t(80)=2.00$, $p<.05$.

[3] HIPPY $M=35.29$ ($SD=10.87$), comparison $M=29.81$ ($SD=11.63$), $t(84)=2.24$, $p<.05$.

Attrition from Pretest to End of Program Posttest Teacher Ratings

Sample Size at Pretest and End of Program Posttest Teacher Ratings

Of the 58 Cohort I HIPPY families, we were able to obtain teacher ratings on 49 (83%). Of the 55 Cohort I comparison families, we obtained teacher ratings on 35 (70%). Of the 63 Cohort II HIPPY families, we obtained teacher ratings on 46 (73%). Of the 50 Cohort II comparison families, we obtained teacher ratings on 32 (70%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. comparison for teacher ratings (83% vs. 70%) and (2) Cohort II HIPPY vs. comparison for teacher ratings 73% vs. 70%). One was significant: Cohort I HIPPY children were more likely to have teacher ratings than Cohort I comparison children, $X^2(n=113)=6.4$, $p<.01$.

Comparability of HIPPY and Comparison Families at End of Program Posttest Teacher Ratings

Within each cohort the HIPPY and comparison groups with end of program posttest teacher ratings were compared on the following seven background variables: ethnicity of child, education of adult, household composition, primary source of income, child's age, child's gender, and child's scores on the CPI. Of the 14 analyses conducted (seven variables for each cohort), one was significant: In Cohort II HIPPY children scored higher on the Cooperative Preschool Inventory than their comparison peers[6], a difference that was significant on pretest and, therefore, not attributable to differential attrition from the study.

Comparability of Cohorts at End of Program Posttest Teacher Ratings

We also examined the comparability of cohorts for the sample of families with end of program posttest teacher rating data on these same background variables to determine if they were drawn from the same populations. Results indicated no significant cohort differences on the pretest variables except for age[7] and CPI scores[8], artifacts of the timing of data collection. We also examined differences in cohorts in the number of the highest HIPPY activity packet received; analyses revealed no significant differences.

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[4] In the comparison group Cohort I children ($M=57.9$, $sd=2.8$) were older than the Cohort II children ($M=55.24$, $sd=3.9$), [$t(65)=3.11$, $p<.005$]. In the HIPPY group Cohort I children ($M=57.19$, $sd=3.9$) were older than the Cohort II children ($M=55.35$, $sd=3.8$) [$t(95)=2.37$, $p<.05$].

[5] In the comparison group, Cohort I children ($M=37.47$, $SD=11.5$) scored higher on the CPI than Cohort II children ($M=29.81$, $SD=11.6$), $t(65)=2.69$, $p<.005$.

[6] HIPPY $M=35.72$ ($SD=10.1$), comparison $M=29.09$ ($SD=11.3$), $t(76)=2.72$, $p<.005$.

Attrition from Pretest to One Year Follow-Up Posttest School Records

Not all pretested families were available for the one year follow-up posttest. Some families moved away, some could not be found, and a few refused to participate. Thus, it was necessary to determine if the HIPPY and comparison samples of families with school record data at one year follow-up posttest were comparable.

Sample Size at Pretest and One Year Follow-Up Posttest School Record Data

Table 2 also presents sample sizes for City A families at one year follow-up posttest for school record data. Of the 58 Cohort I HIPPY families, we were able to obtain school record data on 47 (81%). Of the 55 Cohort I comparison families, we obtained school record data on 39 (71%). Of the 63 Cohort II HIPPY families, we obtained school record data on 42 (67%). Of the 50 Cohort II comparison families, we obtained school record data on 35 (70%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I comparison for school record data (81% vs. 71%) (2) and (2) Cohort II HIPPY vs. Cohort II comparison for school record data. Neither of these analyses were significant.

Comparability of HIPPY and Comparison Families at One Year Follow-Up Posttest School Record Data

Within each cohort the HIPPY and comparison groups with one year follow-up posttest school record data available were compared on the seven background variables. Of the 14 analyses conducted (seven variables for each cohort), one (7%) was significant: In Cohort II HIPPY children scored higher on the Cooperative Preschool Inventory than their comparison peers[9], a difference that was significant on pretest and therefore, not attributable to differential attrition from the study.

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[7] In the comparison group Cohort I children ($\underline{M}=57.4$, $\underline{SD}=2.9$) were older than the Cohort II children ($\underline{M}=55.28$, $\underline{SD}=3.9$), $\underline{t}(65)=2.52$, $\underline{p}<.05$.

[8] In the comparison group, Cohort I children ($\underline{M}=34.94$, $\underline{SD}=12.4$) scored higher on the CPI than Cohort II children ($\underline{M}=29.09$, $\underline{SD}=11.3$), $\underline{t}(65)=2.01$, $\underline{p}<.05$.

[9] HIPPY $\underline{M}=35.76$ ($\underline{SD}=10.8$), comparison $\underline{M}=28.43$ ($\underline{SD}=11.0$), $\underline{t}(75)=2.95$, $\underline{p}<.01$.

Comparability of Cohorts at One Year Follow-Up Posttest School Record Data

We also examined the comparability of cohorts for the sample of families with one year follow-up school record data on these same background variables to determine if they were drawn from the same populations. Of these 14 analyses conducted (seven variables for each group) two were significant: in the comparison group, Cohort I children were older[10] and scored higher on the CPI[11]. Again, these differences were evident on pretest and due to different timing of pretest and not differential attrition from the study. We also examined differences in cohorts in the number of the highest HIPPY activity packet received; analyses revealed no significant differences.

The Sample at One Year Follow-Up Posttest Teacher Ratings

Not all pretested families were available for the one year follow-up teacher ratings posttest. Some families moved away, some could not be found, and a few refused to participate. Thus, it was necessary to determine if the HIPPY and comparison samples of families with teacher ratings at one year follow-up posttest were comparable.

Sample Size at Pretest and One Year Follow-Up Posttest Teacher Ratings

Of the 58 Cohort I HIPPY families, we were able to obtain teacher ratings on 42 (72%). Of the 55 Cohort I comparison families, we obtained teacher ratings on 36 (65%). Of the 63 Cohort II HIPPY families, we obtained teacher ratings on 43 (68%) Of the 50 Cohort II comparison families, we obtained teacher ratings on 33 (66%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. comparison for teacher ratings (72% vs. 65%) and (2) Cohort II HIPPY vs. comparison for teacher ratings (68% vs. 66%). Neither of these analyses were significant.

Comparability of HIPPY and Comparison Families at One Year Follow-Up Posttest Teacher Ratings

Within each cohort the HIPPY and comparison groups with one year follow-up posttest teacher rating data available were compared on the seven background variables. Of the 14 analyses conducted (seven variables for each cohort), one (7%) was significant: In Cohort II HIPPY children scored higher on the Cooperative Preschool Inventory than their comparison peers[12], a difference that was significant on pretest and, therefore, not attributable to differential attrition from the study.

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[10] In the comparison group Cohort I children ($M=57.5$, $SD=3$) were older than the Cohort II children ($M=55.74$, $SD=3.7$), $t(71)=2.26$, $p<.05$.

[11] In the comparison group, Cohort I children ($M=35.56$, $SD=12.9$) scored higher on the CPI than Cohort II children ($M=28.43$, $SD=11$), $t(72)=2.55$, $p<.05$.

[12] HIPPY $M=34.91$ ($SD=10.3$), comparison $M=29.39$ ($SD=11.1$), $t(74)=2.23$, $p<.05$.

Comparability of Cohorts at One Year Follow-Up Posttest Teacher Ratings

We also examined the comparability of cohorts for the sample of families with one year follow-up posttest data on these same background variables to determine if they were drawn from the same populations. Of these 14 analyses conducted (seven variables for each group) two were significant: in the comparison group, Cohort I children were older[13] and scored higher on the CPI[14]. Again, these differences were evident on pretest and due to different timing of pretest and not differential attrition from the study. We also examined differences in cohorts in the number of the highest HIPPY activity packet received; analyses revealed no significant differences.

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[13] In the comparison group Cohort I children ($M=57.5$, $SD=3$) were older than the Cohort II children ($M=55.76$, $SD=3.7$), $t(66)=2.11$, $p<.05$.

[14] In the comparison group, Cohort I children ($M=35.86$, $sd=11.9$) scored higher on the CPI than Cohort II children ($M=29.43$, $sd=11$) [$t(67)=2.33$, $p<.05$).

■ APPENDIX D ■

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ATTRITION ANALYSES FOR CITY B

Not all pretested families were available for the various posttesting sessions. Some families moved away, some could not be found, and a few refused to participate. Thus, it was necessary to determine if the HIPPY and control samples of families with data at each posttest session were comparable.

Attrition from Pretest to End of Program Home Visits

Sample Sizes at Pretest and End of Program Posttest Home Visits

Table 6 presents sample sizes and rates of attrition for City B families at end of program posttest for home visit data. Of the 37 Cohort I HIPPY families we were able to obtain home visit data on 31 (84%). Of the 32 Cohort I control families we were able to obtain home visit data on 28 (88%). Of the 47 Cohort II HIPPY families we were able to obtain home visit data on 43 (91%). Of the 66 Cohort II control families we were able to obtain home visit data on 58 (88%). Two chi-square analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I control (84% vs. 88%) and (2) Cohort II HIPPY vs. Cohort II control (91% vs. 88%). Results revealed no significant differences between groups in rates of attrition.

Comparability of HIPPY and Control Families at End of Program Posttest Home Visits

Within both cohorts the HIPPY and control groups with end of program posttest home visit data available were compared on the following seven background variables: ethnicity of child, education of adult, household composition, primary source of income, child's age, child's gender, and child's scores on the CPI. Of the 14 analyses conducted (seven variables for each cohort), none were significant.

Comparability of Cohorts at End of Program Posttest Home Visits

We also examined the comparability of cohorts for the sample of families with end of program posttest data on these same background variables to determine if they were drawn from the same populations. Two sets of analyses were conducted: (1) HIPPY Cohort I vs. HIPPY Cohort II and (2) control Cohort I vs. control Cohort II. Results indicated no significant cohort differences on the pretest variables except for CPI[1] scores and age[2], artifacts of the timing of data collection.

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[1] In the HIPPY group: Cohort I children ($\underline{M}=45.22$, $\underline{SD}=10.8$) scored higher on the CPI than Cohort II children ($\underline{M}=34.73$, $\underline{SD}=16$), $\underline{t}(61.69)=3.13$, $\underline{p}<.005$.

[2] In the comparison group Cohort I children ($\underline{M}=58.71$, $\underline{sd}=3.6$) were older than Cohort II children ($\underline{M}=53.91$, $\underline{sd}=3.3$) [$\underline{t}(84)=6.21$, $\underline{p}<.001$]. In the HIPPY group Cohort I children ($\underline{M}=58$, $\underline{sd}=3.1$) were also older than Cohort II children ($\underline{M}=54$, $\underline{sd}=3.6$) [$\underline{t}(62)=4.1$, $\underline{p}<.001$].

Attrition from Pretest to End of Program Posttest School Records

Sample Sizes at Pretest and End of Program Posttest School Record Data

Table 6 also presents sample sizes and rates of attrition for City B families at end of program posttesting for school record data. Of the 37 Cohort I HIPPY families, we were able to obtain school record data on 29 (78%). Of the 32 Cohort I control families, we obtained school record data on 27 (84%). Of the 47 Cohort II HIPPY families, we obtained school record data on 41 (87%). Of the 66 Cohort II control families, we obtained school record data on 56 (85%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I control for school record data (78% vs. 84%) and (2) Cohort II HIPPY vs. Cohort II control for teacher ratings (87% vs. 85%). Neither of these analyses were significant.

Comparability of HIPPY and Control Families at End of Program Posttest School Record Data

Within each cohort the HIPPY and control groups with end of program posttest school record data available were compared on the seven background variables. None of the 14 analyses conducted (seven variables for each cohort) were significant.

Comparability of Cohorts at end of Program Posttest School Record Data

We also examined the comparability of cohorts for the sample of families with one year follow-up posttest data on these same background variables to determine if they were drawn from the same populations. Of these 14 analyses conducted (seven variables for each group) one was significant: Cohort I HIPPY families scored higher on the CPI than Cohort II HIPPY families[3]. We also compared cohorts on highest HIPPY activity packet received; analyses were not significant.

The Sample at End of Program Posttest Teacher Ratings

Sample Sizes at Pretest and End of Program Posttest Teacher Ratings

Table 6 also presents sample sizes and rates of attrition for City B families at end of program posttest for teacher ratings. Of the 37 Cohort I HIPPY families, we were able to obtain teacher ratings on 25 (68%). Of the 32 Cohort I control families, we obtained teacher ratings on 24 (75%). Of the 47 Cohort II HIPPY families, we obtained teacher ratings on 42 (89%). Of the 66 Cohort II control families, we obtained teacher ratings on 55 (83%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I control for teacher ratings (68% vs. 75%) and (2) Cohort II HIPPY vs. Cohort II control for teacher ratings (89% vs. 83%). Neither of these analyses were significant.

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[3] Cohort I $M=44.1$ ($SD=12.1$) Cohort II $M=33.5$ ($SD=15.9$), $t(68)=3.01$, $p<.005$.

Comparability of HIPPY and Control Families at End of Program Posttest Teacher Ratings

Within each cohort the HIPPY and control groups with end of program posttest teacher ratings available were compared on the seven background variables. None of the 14 analyses conducted (seven variables for each cohort) were significant.

Comparability of Cohorts at end of Program Posttest Teacher Ratings

We also examined the comparability of cohorts for the sample of families with one year follow-up posttest teacher rating data on these same background variables to determine if they were drawn from the same populations. Of these 14 analyses conducted (seven variables for each group) none were significant. We also compared cohorts on highest HIPPY activity packet received; analyses were not significant.

The Sample at One Year Follow-Up Posttest School Record Data

Sample Sizes at Pretest and One Year Follow-Up Posttest School Record Data

Table 6 also presents sample sizes and rates of attrition for City B families at one year follow-up posttest for school records. Of the 37 Cohort I HIPPY families, we were able to obtain school record data on 27 (73%). Of the 32 Cohort I control families, we obtained school record data on 26 (81%). Of the 47 Cohort II HIPPY families, we obtained school record data on 37 (79%). Of the 66 Cohort II control families, we obtained school record data on 54 (82%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I control for school record data (73% vs. 81%) and (2) Cohort II HIPPY vs. Cohort II control for school record data (79% vs. 82%). Neither were significant.

Comparability of HIPPY and Control Families at One Year Follow-Up Posttest School Record Data

Within each cohort the HIPPY and control groups with one year out posttest school record data available were compared on the seven background variables. Of the 14 analyses conducted (seven variables for each cohort), one (7%) was significant: In Cohort I HIPPY children scored higher on the Cooperative Preschool Inventory than their control peers[4].

Comparability of Cohorts at One Year Follow-Up Posttest School Record Data

We also examined the comparability of cohorts for the sample of families with one year follow-up posttest school record data on these same background variables to determine if they were drawn from the same populations. Of these 14 analyses conducted (seven variables for each group) three were significant: in both the HIPPY and control groups, Cohort I children were older[5] and in the HIPPY group Cohort I children scored higher on the CPI than the Cohort II children[6]. These differences were evident on pretest and due to different timing of pretest and not differential attrition from the study. We also compared cohorts on highest HIPPY activity packet received; analyses were not significant.

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[4] HIPPY M=45.2 (SD=10.8) comparison M=39.0 (SD=8.8), $t(51)=2.29$, $p<.026$.

The Sample at One Year Follow-Up Posttest Teacher Ratings

Sample Sizes at Pretest and One Year Follow-Up Posttest Teacher Ratings

Of the 37 Cohort I HIPPY families, we were able to obtain teacher ratings on 29 (78%). Of the 32 Cohort I control families, we obtained teacher ratings on 28 (88%). Of the 47 Cohort II HIPPY families, we obtained teacher ratings on 40 (85%). Of the 66 Cohort II control families, we obtained teacher ratings on 55 (83%). Two analyses were conducted to assess differential rates of attrition: (1) Cohort I HIPPY vs. Cohort I control for teacher ratings (78% vs. 88%), and (2) Cohort II HIPPY vs. Cohort II control for teacher ratings (85% vs. 83%). Of these two analyses, neither was significant.

Comparability of HIPPY and Control Families at One Year Follow-Up Posttest Teacher Ratings

Within each cohort the HIPPY and control groups with one year follow-up posttest teacher rating data available were compared on the seven background variables. Of the 14 analyses conducted (seven variables for each cohort), one (7%) was significant: In Cohort I HIPPY children scored higher on the Cooperative Preschool Inventory than their control peers[7]

Comparability of Cohorts at One Year Follow-Up Posttest Teacher Ratings

We also examined the comparability of cohorts for the sample of families with one year follow-up posttest teacher rating data on these same background variables to determine if they were drawn from the same populations. Of these 14 analyses conducted (seven variables for each group) three were significant: in both the HIPPY and control groups, Cohort I children were older[8] and in the HIPPY group Cohort I children scored higher on the CPI[9]. These differences were evident on pretest and due to different timing of pretest and not differential attrition from the study. We also compared cohorts on highest HIPPY activity packet received; analyses were not significant.

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[5] In the HIPPY group: Cohort I $M=58.0$ ($SD=3.1$), Cohort II $M=54.4$ ($SD=3.6$), $t(62)=4.1$, $p<.001$. In the control group: Cohort I $M=58.7$ ($SD=3.4$) Cohort II $M=53.9$ ($SD=3.3$), $t(78)=6.1$, $p<.001$.

[6] In the HIPPY group: Cohort $M=45.2$ ($SD=10.8$), Cohort II $M=34.7$ ($SD=16$), $t(61.69)=3.13$, $p<.003$.

[7] HIPPY $M=45.22$ ($SD=10.8$), control $M=39$ ($SD=8.8$), $t(51)=2.29$, $p<.05$.

[8] In the control group: Cohort I $M=58.54$ ($sd=3.4$) and Cohort II $M=53.98$ ($sd=3.2$) [$t(81)=5.96$, $p<.001$]. In the HIPPY group: Cohort I $M=57.9$ ($sd=3.2$) and Cohort II $M=54.4$ ($sd=3.5$) [$t(67)=4.25$, $p<.001$].

[9] In the HIPPY group Cohort I $M=44.69$ ($sd=11.7$) Cohort II $M=34.83$ ($sd=15.8$), [$t(67)=2.85$, $p<.01$].

FINAL REPORT

■ *EXECUTIVE SUMMARY* ■

PARENTS AND CHILDREN THROUGH THE SCHOOL YEARS: THE EFFECTS OF THE HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS

Submitted to:

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Introduction

In the United States the Home Instruction Program for Preschool Youngsters (HIPPY) is a free, two-year, family-oriented early childhood education and parent involvement program for parents with limited formal education to provide educational enrichment for their four- and five-year-old children. As a home-based program, it is particularly suited for "hard to reach" families. Its goals are to empower parents as children's primary educators, provide school readiness skills for children, and bring literacy into the home. HIPPY aims to nurture learning at home and at school. While centered around school-readiness activities, HIPPY potentially has a wide range of benefits for the children, parents, staff, and community.

In 1990 the NCJW Center for the Child undertook a longitudinal evaluation of HIPPY in three sites in Arkansas, New York, and Michigan. The study focused on educational outcomes related to children's school readiness and school success. The first three years of this study were funded by the United States Department of Education, the National Council of Jewish Women (NCJW), and private foundations. Findings regarding program implementation are reported in Baker & Piotrkowski (1995); findings about effects through program graduation can be found in Baker and Piotrkowski (1996*a*).

The David and Lucile Packard Foundation provided additional funds to continue the study so that possible longer term effects of HIPPY program participation could be examined. This report presents follow-up findings from two of the three original sites -- Arkansas and New York -- for effects measured during the year following the two-year HIPPY program (first grade for most children). This report integrates these findings with those previously reported for the second and final program year (kindergarten for most children). We present findings on the impact of participation in the HIPPY program on home educational environment variables associated with children's school success and children's school performance variables associated with children's school success. This executive summary presents an overview of the study and major findings. The full report is presented in Baker and Piotrkowski (1996*b*).

Design and Methodology

This evaluation of the HIPPY program was conducted in two cities, with two different cohorts of children in each city. In City A, a community comparison group was included and in City B children were randomly assigned to HIPPY or a control group. This design allows for the replication of findings both across sites and across cohorts within sites. Although the two program sites included in the evaluation cannot be considered representative of all HIPPY sites in the United States, they are located in different geographical areas and serve ethnically diverse populations. Cohort I HIPPY children enrolled in the program in fall-winter 1990, while Cohort II enrolled in fall 1991.

Pretest measures were administered to control for pre-existing differences between the children in HIPPY and those not in HIPPY. Pretests were obtained soon after children were enrolled in HIPPY or assigned to control/comparison groups as four-year-olds. Posttest data was collected about children's cognitive skills and the home educational environment during home visits at the end of the program year. Data regarding children's school performance were collected through school records and teacher ratings at the end of the two-year program and one year later.

Findings from City A

Sample characteristics and sample sizes at the different testing points are presented in tables 1 and 2. HIPPY children and parents in City A are compared with similar families in the community who were not in HIPPY. None of the children in City A had center-based preschool experience prior to entry into kindergarten. In City A, families in the non-randomized comparison group were recruited in the same manner as HIPPY families and matched at the group level on various demographic factors. HIPPY and comparison families are quite similar at pretest and remained so at later data collection points despite some attrition from the study. Nevertheless, statistical adjustments for significant and non-significant preexisting differences were made whenever possible. Results of analyses for Cohort I are presented in table 3 and for Cohort II in table 4.

Home Educational Environment at the End of the Program

At the end of the program HIPPY families in Cohort I reported significantly more literacy materials in the home than comparison families. There were no group differences in either cohort in the number of play materials in the home or in the expectations that parents had for their children's educational accomplishments or performance.

School Performance at the End of the Program

With both cohorts combined, HIPPY parents were significantly more likely than comparison parents to enroll their children in kindergarten after one year in the program. In Cohort I there were no group differences in the scores that HIPPY and comparison children obtained on the Cooperative Preschool Inventory, a measure of cognitive skills. Most children in both groups scored near the high end of the scale. A ceiling effect on this measure may have masked actual differences in school readiness. HIPPY children In Cohort I missed significantly fewer days of kindergarten than comparison children (this finding was not replicated in parametric analyses) and were rated better adapted to the classroom by their teachers. There was a trend for the HIPPY children in Cohort I to outperform the comparison children on a standardized achievement test administered at the end of kindergarten. There were no group differences in Cohort II favoring HIPPY children and on two variables -- standardized achievement and the Cooperative Preschool Inventory -- the comparison children scored significantly higher than the HIPPY children.

School Performance at One Year Follow-Up

HIPPY children in Cohort I were more likely than comparison children to be promoted into first grade, reported a significantly higher academic self-image than comparison children, and were rated by their teachers as better adapted to the classroom than comparison children. There were no group differences in Cohort II and in neither cohort were there group differences in standardized achievement, grades, or promotion into second grade.

Findings in City B

Sample characteristics and sample sizes at the different testing points are presented in tables 5 and 6. Children and parents in City B were randomly assigned to the HIPPY and Control groups, all of whom had center-based preschool experience prior to entry into kindergarten. HIPPY and control families were quite similar at pretest and remained so at later data collection points despite some attrition from the study. Nevertheless, statistical adjustments for significant and non-significant preexisting differences were made whenever possible. Results of analyses for Cohort I are presented in table 7 and for Cohort II in table 8.

Home Educational Environment at the End of the Program

In Cohort I HIPPY parents had significantly higher expectations for their children's educational performance in school than parents of children in the comparison group. In Cohort II, the HIPPY parents reported significantly higher expectations for the child's educational attainment. In neither cohort did the two groups differ in the number of literacy materials and number of play materials in the home.

School Performance at the End of the Program

The HIPPY group scored significantly higher than the control group on the Cooperative Preschool Inventory in Cohort I, a finding which was not replicated in Cohort II. HIPPY children in Cohort I were rated by their teachers as better adapted to the classroom than comparison children in the fall following the end of the two-year program (typically first grade). There were no group differences in either cohort on number of days attended or performance on a standardized achievement test.

School Performance at One Year Follow-up

HIPPY children in Cohort I scored significantly higher on the reading scale of their standardized achievement test and were rated better adapted to the classroom than control children. In neither cohort was there a difference in number of school days attended, standardized math performance, grades, or academic self-image.

Conclusion

While the HIPPY program is firmly embedded in the tradition of early educationally oriented intervention programs, we are not aware of any published evaluations of analogous home-based interventions -- that is, programs using scripted curricular materials to help parents of four- and five- year-olds promote their children's school readiness and school success. While the findings of the Consortium for Longitudinal Studies (Lazar & Darlington, 1982) are encouraging for our confidence in the ability of interventions to improve the life chances for poor children, they are not an appropriate basis of comparison for this evaluation of the HIPPY program. Much of the existing literature pertains to center-based programs (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984); home based programs with non-educational goals such as health related outcomes (e.g., Olds & Kitzman, 1993); or programs which target non disadvantaged populations such as the Parents as Teachers program (Pfannenstiel, Lambson, & Yarnell, 1991).

Support for our hypothesis that HIPPY children and parents will engage in more behaviors associated with children's school success was mixed. The positive results for Cohort I were impressive both in their consistency and in their effect size. As they began their elementary school careers, HIPPY children in both City A and City B outperformed their peers on objective measures of school performance and on ratings by teachers of their motivation and adaptation to the classroom. The HIPPY children attended school more, scored higher on standardized achievement, and were perceived by their teachers as better students. Thus, for this Cohort at least, participation in the HIPPY program was positively associated with school outcomes as hypothesized.

These significant findings are consistent with the hypothesis that participation in the HIPPY program can improve children's performance and competence. Home visits delivered to parents once a week over the course of the program had a positive impact on the attendance, achievement, and motivation of the children. These results are especially encouraging because they were obtained in two different community contexts and because the children in City B were simultaneously participating in a high quality enriched early childhood center-based program. They demonstrate the potential of the HIPPY program to be effective and suggests that the HIPPY program warrants additional attention as a promising program for families with young children. Cohort I findings, however, were not replicated in Cohort II. In neither city did the attrition analyses reveal a compelling explanation for a failure to replicate the results. Further research on HIPPY is clearly called for in order to account for this puzzling discrepancy.

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